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# JUVENILE DELINQUENCY

(PITTSBURGH, PA.)

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HEARING

BEFORE THE  
SUBCOMMITTEE TO INVESTIGATE  
JUVENILE DELINQUENCY  
OF THE  
COMMITTEE ON THE JUDICIARY  
UNITED STATES SENATE  
EIGHTY-FOURTH CONGRESS  
FIRST SESSION  
PURSUANT TO  
**S. Res. 62**  
INVESTIGATION OF JUVENILE DELINQUENCY  
IN THE UNITED STATES

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DECEMBER 7, 1955

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Printed for the use of the Committee on the Judiciary



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## JUVENILE DELINQUENCY (Pittsburgh, Pa.)

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TUESDAY, DECEMBER 7, 1955

UNITED STATES SENATE,  
SUBCOMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY,  
OF THE COMMITTEE ON THE JUDICIARY,  
*Pittsburgh, Pa.*

The subcommittee, pursuant to notice, at 9:45 a. m., in courtroom No. 2, Federal Building, Pittsburgh, Pa., Senator Estes Kefauver (chairman of the subcommittee) presiding.

Present: Senator Kefauver.

Also present: Congressman James Fulton; James H. Bobo, general counsel; Peter N. Chumbris, associate counsel; Dixon Donnelley, editorial director.

Chairman KEFAUVER. The meeting will come to order.

This committee is a subcommittee of the Committee on the Judiciary. On the subcommittee are Senator Hennings of Missouri, Senator Daniel of Texas, Senator Langer of North Dakota, and Senator Wiley of Wisconsin.

Because of other committee hearings, and because some of the Senators are out of the country, and because Senator Langer is ill, it is not possible for any of them to be here besides myself as chairman.

This is the subcommittee's first visit to Pittsburgh and I wanted to say that we are pleased and honored to be here.

I have with us our general counsel, Mr. James Bobo who is here, and Mr. Peter Chumbris, our associate counsel, and Mr. Dixon Donnelley, who heads up our information staff.

Before coming to Pittsburgh, I invited the Governor of the State and the two Senators and all of the Congressmen from this area to sit with the subcommittee and join in the deliberations. We hope that any of them who can will come in during the day.

We are glad that Congressman Jim Fulton of the 27th District is here with us and we invite Congressman Fulton to ask any questions or make any observations.

This is strictly a nonpartisan approach to a very important problem. In that connection, I wanted to express here my deep regret over the passing of a very fine public servant, Congresswoman Vera Buchanan. I served with her husband in the House of Representatives for quite a number of years. I knew of her work. She did a lot for her country and for her congressional district and was deeply admired and loved by all who knew her in the House of Representatives and the United States Senate. People of her district have lost a very fine and valuable public servant.

We are looking forward to hearing from many prominent witnesses who have volunteered to tell us something of the progress and the programs being used in Pittsburgh and Allegheny County to attack the problem of juvenile delinquency.

Speaking as a visitor who has been struck by the tremendous changes that have taken place here in recent years, I think we are especially fortunate in having with us today two men I count as personal friends who have made lasting contributions to the advancement of the Greater Pittsburgh area. I refer, of course, to Mayor David Lawrence and to the County Commissioner John J. Kane. There influence is evident in many ways, and especially in the development of your parks and your new airport.

I have had occasion to tell Mayor Lawrence and many others, with whom I have talked in Pittsburgh and other places many times, that I think under his leadership Pittsburgh has made the finest advancement of any city that I know of in the entire country. I might add, if I might add a personal note, that back in the late twenties when I attended Yale Law School, I was very much interested and charmed by one of your Pittsburgh attractive young ladies and I used to come here about twice a year. I knew Pittsburgh at that time as a place where dirt and smog, and not very pleasant living conditions existed, and to see the wonderful changes that have been made under the guidance and leadership of Mayor Lawrence and others who have worked with him, public officials and private people, in the development of parks, elimination of slums, fresh clean air, civic pride which is so manifest in Pittsburgh, has been one of the greatest revolutionary and splendid efforts that I know of in our country. It shows what people can do when they put their minds and thoughts and energy to it.

On the whole, I think that Pittsburgh and Allegheny County are doing a good job holding the line against delinquency, juvenile delinquency. We have, over the past year and a half, received reports, surveys, from all of the major cities in the United States. Our preliminary staff report indicates that while we do have problems here that on the whole your condition is somewhat better than in most of the cities of this size and population.

We did know something about gangs in eras past in the Pittsburgh area but I understand that great progress has been made toward eliminating the menace of juvenile gangs.

I also understand that the use of narcotics by juveniles is comparatively lower here in Pittsburgh than it is in cities of similar size and population, many cities of similar size and population.

Mr. McGuire, whom I have known for a long time, is a member of the Narcotics Bureau, has given us information of the excellent cooperation of your enforcement officials with him and with the Federal Bureau in keeping down, stomping out the use of narcotics, and we have found little or no evidence of narcotics among juveniles in this section.

I would like to make it clear at the outset that the subcommittee has come to Pittsburgh solely on a fact-finding mission. We have heard of the work being done by many public and private groups in Pittsburgh to eliminate conditions which breed delinquency. We believe that we shall profit by the testimony we hear here today.

I first became interested in the problem of juvenile delinquency as chairman of the Senate Crime Investigating Committee back in 1950 and 1951. Our committee had heard testimony over a period of many months in cities throughout the country, from thousands of witnesses with specialized knowledge of criminal activity. These witnesses included many adult criminals who were quite articulate in retracing for us the steps which led them outside the law.

As we heard their stories, one fact became more and more evident. With few exceptions their early backgrounds contained factors which had so shaped their characters as to make them susceptible to influences which led them into crime.

We asked a lot of these hardened criminals how it happened that they became enemies of society instead of making a valuable contribution as they could have. Their answers always were that slum conditions, the lack of direction or interest on the part of their parents, the absence of educational opportunity, the fact that they didn't find anything in church to become interested in, in many cases just that nobody cared. So that I certainly don't need to state, as Mayor Lawrence has stated many times, that civic improvement and education and recreational facilities such as you have been trying so hard to attain in a very splendid way here in Pittsburgh, not only is a great thing for your city but is an economy in that you do give your children better opportunities and therefore eliminate the cost of penal institutions and protecting your city from the criminal influence.

The stories of these people offer convincing proof that the problem of organized crime in this country must be attacked at its roots, at the juvenile level where we have an opportunity to alleviate conditions leading to delinquency and to rehabilitate the youthful offender before he becomes a criminal. I am convinced that we are raising one of the finest generations of young people in our history. The vast majority are happy, alert youngsters who make a normal adjustment to life. As they mature they are accepting responsibilities of citizenship far more complex than any generation has had to assume in our history. The statistics show that between 96 and 97 percent of our youngsters are healthy, doing their best to get an education, anxious to take their part in life and yet, for all of the accomplishments of the preponderant majority of our young people, juvenile crime is still the Nation's No. 1 crime problem.

Most of you are not aware of the magnitude of the problem although less than 4 percent of our youngsters are getting into trouble. This means that nearly half a million came to the attention of the courts last year. Over a million and a half came into conflict with the law. But a million of these cases never reached the courts. The FBI reports last year showed that children under 21 committed almost 73 percent of all the automobile thefts; 63 percent of all of the burglaries; 36 percent of all robberies; and 36 percent of all reported rapes. Of all of those arrested for violation of the liquor laws, 1 in 4 is a juvenile.

I am happy to be able to tell you that there seems to be all over the Nation as a result of the determined effort on the part of people, public officials, schools, and churches, a halt in the increase in the rate of delinquency among children and I think the statistics are going to show that we are going to have a fewer number, a downward trend in the next few years to come.

But in any event, these are frightening statistics and they are not accounted for by any one section of our country and it is not a city problem any more than it is a problem in many of our rural communities. It is a rare community that has not had an alarming growth of juvenile crime on its own streets.

Prior to the creation of this subcommittee, there was no overall national survey conducted of juvenile delinquency. Never had there been any national efforts to ferret out the causes of juvenile delinquency and there was little or no coordination among State and local agencies which were working on the problems.

This subcommittee is charged by the Senate with responsibility for drafting legislation to attack the juvenile delinquency problem on the national level. We have gotten some worthwhile laws passed already such as one to prohibit the transportation in interstate commerce of pornographic and indecent literature.

We feel that we made some headway in strengthening our narcotic laws. We have at least gotten cooperation of the television and radio and movie industry in getting them to serve and even more important public service.

We have some 28 legislative proposals now pending in the Congress of the United States.

It is our purpose here today to obtain information which would help us to construct legislation and to add public sentiment for the passage of legislation that we already have pending.

This hearing has another purpose of equal importance. In keeping with the subcommittee's function as a national clearinghouse for information on the problem of youth, we intend to issue a special report on Pittsburgh's programs to help young people. This will be sent to communities all across the country for guidance in solving their own problems. We anticipate, therefore, that Pittsburgh's officials and civic leaders will be able to make a very worthwhile contribution to the Nation's growing literature on the subject of, on the problem of youth.

I think also that this subcommittee has had some value in this respect: That in almost every community some citizens do not know of and therefore do not give their full support to the very worthwhile and determined and farseeing efforts of public officials who are trying to do something to give our children a better chance. You have many such efforts, many public officials of course headed up by your mayor, who are determined to better conditions which might eliminate conditions which might lead to delinquency here in Pittsburgh.

It is our hope that this information may be, to some extent, more fully brought to the people of this area by virtue of our hearing here today so that they might give more cooperation and support to those who are doing something about it.

Our preliminary studies indicate that certain of Pittsburgh's efforts to provide better opportunities for its youth can be emulated by other cities to their profit.

The subcommittee, therefore, is now prepared to listen and to learn. We have no doubt that the witnesses who are to testify will provide us with information which will assist every community in this country in evaluating the effectiveness of its own program to combat juvenile delinquency.

I want to express our appreciation to many of our officials here in the Federal building for their cooperation with the subcommittee and with our staff and Judge Gourley for the use of this courtroom, and I have a nice letter from Judge Marsh whom I have known for a long time welcoming us here and offering to give us any assistance possible.

We received a very nice letter of welcome from Governor Leader regretting that because of some important State business he could not be here.

We have very fine witnesses today who, I know, will make a contribution to the thinking on this subject.

Mr. Fulton, before we start, do you want to make any observations?

Mr. FULTON. We are glad to have you here, Senator, and I am sure Pittsburgh and Allegheny County welcome you and the committee's investigation.

Chairman KEFAUVER. We are certainly honored to have as our first witness today a very able and farseeing and capable mayor whom I know the people of Pittsburgh are proud of. He is greatly appreciated by people all over the United States as one of America's outstanding public servants.

Mayor David Lawrence, we want you to come around. I am not accustomed to sitting behind all of these barricades here, but I want to be able to see you.

We welcome you here, Mayor Lawrence, and we want to thank you for your cooperation with us and we know that your testimony will be of great value.

We will be glad to hear from you now.

#### STATEMENT OF HON. DAVID L. LAWRENCE, MAYOR, PITTSBURGH, PA.

Mr. LAWRENCE. Thank you, Senator. I am especially happy to appear before this subcommittee of the United States Senate, both to welcome you to Pittsburgh and to comment briefly on the problem of what we call juvenile delinquency.

This subcommittee has already, in my opinion, proved its value by seeking out expressions from all segments of the American community on teen-age behavior, its good points and its bad, and by going further to determine the factors which influence that behavior.

Much of this success stems from the searching and energetic leadership of your chairman, whose previous investigations into crime and corruption not only pointed up the magnitude of that problem, but also encouraged every American community to enforce the law more vigorously and more effectively.

For that service, all Americans should be highly appreciative.

I hope that your hearings in Pittsburgh today will serve to point up some of the influence which can be employed to deter juvenile delinquency.

That does not mean that delinquency is nonexistent in this community. Unfortunately, it is not.

I submit, however, that the problem here has not been as severe as it is in other cities and that there are some positive reasons why this is so.

Delinquency, whether it is adult or juvenile, can take many forms, but stems, in all cases, from a disrespect for the rules of our society

and a disregard for the laws of our community. A society which is not equitable or a community which is not desirable breed both disrespect and disregard.

The willingness of a community to pay for an adequate school system, to operate a functioning park and recreation program, to stimulate higher housing standards, to encourage fuller employment opportunities—in short, its capacity and ability to make itself into a fit and desirable place to live—all this has an impact on the youth and the adults who are the citizens of that community.

Here in Pittsburgh we have made great forward strides, as you have pointed out, in rebuilding this city, a program whose effects have more scope than a changing skyline and a smoke-clean sky. This Pittsburgh program has been a communitywide effort, and its results have stimulated communitywide confidence, pride, and respect. Beyond that, we have, as part of our work, sought to improve recreational facilities, to upgrade our housing standards, to enlarge our employment opportunities, and to stimulate better health conditions throughout the city.

We have attempted to improve our police force, through additional personnel, more carefully trained. The superintendent of Pittsburgh's police bureau will outline his work in more detail, emphasizing the coordination between his office and the juvenile court and other social agencies.

I hope he will include in his testimony some reference to a newly developed program of informing schoolchildren about the hazards of child molesters. Although this educational activity, on its face, has little direct bearing on juvenile delinquency, it is hoped that more than simply warning the children, it will tend to build in them a respect for the law and a confidence in the policeman who not only enforces the law but protects the general order.

This subcommittee will also hear from representatives of Hill City, a unique organization which has had outstanding success in building good citizenship and in encouraging respect for a lawful community.

Hill City is an outgrowth of the city's Friendly Service Bureau, an agency staffed and paid for by the city of Pittsburgh, which was established in 1938. We continue to provide the funds for this bureau which serves as the parent agency of Hill City.

Although the 1955 appropriation for this work totaled \$21,000 the accomplishments of this group, which also has private support, points the way for a positive program to prevent juvenile delinquency.

We in Allegheny County are also proud of our separate juvenile court, which has been functioning for the past 20 years, and of its judge, who has conducted the court with a wisdom of the heart as well as a soundness of the law.

But the activity and the influence of government on the growth and development of children, in my opinion, is far outweighed by the conditioning by the home and the church.

I am not alone in the belief that most juvenile delinquency is the direct result of parental delinquency, of homes split by divorce, of the failure of parents to interest themselves in their child's development, in molding his ideas, in stimulating his desire to be worthy of the society of which he is a part and which he must serve.

This failure is beyond the scope of law. It can be corrected only by education, by the influence of churches, by the dedication of social

agencies, by self-examination by all parents of their consciences and of their actions toward their children.

That is what complicates the job of this subcommittee, while, at the same time, making its work more highly desirable.

If you can, through hearings such as this, stimulate more interest in the youth of America on the part of the parents, the churches, the schools, and the community as a whole, you will have served your purpose admirably.

You will do service also, if you express, through these hearings, your confidence in the great majority of our young people to build their citizenship even more firmly than any past generation.

America's youth is its greatest resource. I, for one, believe strongly that it is a resource in which we can have honest pride and great expectation.

It is our responsibility, as adult citizens and as public officials, to see that youth has the opportunity to realize fully the great promise which this Nation and our world offer to them all.

I would just like to say this, Senator, in closing, that as I said at the outset, I commend you and your committee on attacking this problem and focusing attention on it.

I also repeat what happened in the crime investigations. I think we have cut down gangsters throughout the country and mobs and so forth by the exposé program that has been going on in some parts of the country. I think we can do the same thing here.

I recall when I was a member of the Pardon Board of Pennsylvania 20 years ago—I was secretary of the Commonwealth and the secretary of the Commonwealth is ex officio a member of the pardon board—and I noticed there that the crime problem as it presented itself was largely starting with the youth of criminals. We would get a report at the pardon board of each case and it was appalling the number of cases of confirmed criminals, the matured criminals, where it started out that he was first arrested, then he was sent out here to Thorn Hill, which is a place for criminal youth. Then he would graduate from there and next he would be in the county jail for some crime. Then the next step, he would move to the workhouse. After that, he would finally wind up as a matriculated student of crime in the penitentiary, case after case after case, so that I feel that this is the place to start and I think it will, in the years to come, evidence itself in the net result that if these young people are corrected in the early stages they will be saved from going through this group of schools almost like a student goes through from the primary grades to high school, the prep school, and then to college.

It is the same procedure I observed in many, many of the confirmed criminal cases that came before that pardon board and I am sure that still exists.

Chairman KEFAUYER. Mayor Lawrence, I want to thank you for a very intelligent, sound, and thoughtful statement which I think contains suggestions and ideas that will be very helpful for anyone to consider. I know they are based upon years and years of experience not only as the mayor of Pittsburgh but in your own personal life and the other positions that you have held.

I did want to ask this of you, Mr. Mayor. You have done very much here in the elimination of slums and fostering the building of decent housing for people. That undoubtedly has an effect and I wish

you would tell us something about it, of the kind of parents these children have, and also its effect directly upon juvenile delinquency. What has been your experience?

Mr. LAWRENCE. I think it has, the environment has a very definite effect and I speak of one who was born in the downtown section of Pittsburgh and lived in the hill district of Pittsburgh.

In other words, I came from the congested areas of this city and I have observed the growth, the evolution of Pittsburgh in that area and as a lot of these neighborhoods deteriorated they developed poor housing and we found that there was crime, there was disease, and many children coming out of that area hadn't a chance.

On the contrary, many of our outstanding citizens came out of that same environment and became very prominent in the governmental life, in the business life, in the church life of the community.

But we are making quite a drive here on that program up in what is known as the Lower Hill District where real estate has deteriorated terribly; the slum areas and blighted areas have just multiplied. And we have a tremendous program on right now to clear that out with some help from the Federal Government and from the State government as well, plus local contributions of the two local governmental units, as well as the individuals here, to correct that. Then we have provided housing in other parts of the city.

We just came through the supreme court with a fight to build some houses on the north side of the city of Pittsburgh to take care of some of these people who will be dehousing in the Hill area and it will give them a much better opportunity.

We have noticed in the Hill District where we have a great many housing units, where it has helped and has improved the living conditions there.

I think, and I have said many, many times, that it would be eventually a great saving to the Government to do this because you find in these congested areas where some of these poor kids don't have a chance, never have a chance, that putting them in a different environment, giving them the proper place to live, a sanitary home to live in, and to get up in the morning and find that the other families around them are living in sanitary homes and under good auspices, that the crime will cut down, disease and kindred things will disappear to a great measure, and in the long run the local government, the police phase of it particularly, will be relieved of the amount of money that is expended in those areas because any intelligent survey in any municipality in the country will show that in those particular areas that they are the most expensive for the city to run. There is more money appropriated, more police put in there, more inspections by health units and so forth than in any other part of the community.

One other thing I would like to emphasize. I noticed this: this gets back to the individual citizen. I don't want to name them here, but I can name you certain parts of Pittsburgh where we have a good community organization, some of them started back in the war days sending the boys away to the colors, and some of them have been maintained. Some of the fraternal organizations in those places keep up supervised and healthful athletic programs and so forth. As a result, our police records will show that crime, that juvenile delinquency in those particular areas are away down. I can name two of them. In the Perrysville Avenue section there is an association of men

over there that carry on an all-year-round program in our local playground. The same way in the Hazelwood area of Pittsburgh. The same thing happens there.

I was there last Thursday night. The Loyal Order of Moose there had a father and son banquet. I go to it annually. But out there the community people, the civic-minded people keep an active going program and it shows its results in the police record.

Chairman KEFAUVER. We certainly are grateful to you, Mayor Lawrence, and I think your statement is one of the best that our subcommittee has received anywhere in the country. It will be widely read.

Won't you come and sit with us for a while this morning, if you can? We will be glad to have you.

Mr. LAWRENCE. I can for a few minutes.

Chairman KEFAUVER. We have had a message that Commissioner Kane will be a little late, but he will be here later on.

Our next witness is His Grace, Bishop Polyefktos, Sixth Greek Orthodox Diocese. He is accompanied by Mr. Louis G. Manesiotis, Supreme Governor, Order of Ahepa.

#### STATEMENT OF HIS GRACE BISHOP POLYEFKTOS, SIXTH GREEK ORTHODOX DIOCESE

Chairman KEFAUVER. I didn't do that very well, Your Grace. Anyone with a difficult name like Kefauver ought to be able to pronounce any name. But I hope you will not take my inability to pronounce names very well as any lack of very high esteem for Americans of Greek descent or your position because, as you know, I have had the opportunity of being associated with you and meeting you in San Francisco, and I have admired your work and the great accomplishments that you have made in many parts of the United States.

We are glad to have you with us, Bishop, and to hear your statement.

We are very, very proud of the fact that Mr. Chumbris, our associate counsel who comes from New Mexico, and who is a very capable lawyer, as you know, a fine American of Greek descent, and I am going to give him the opportunity of questioning you first and asking some questions which will identify the work which you have done and your qualification and your background.

Mr. Chumbris.

Mr. CHUMBRIS. Your Grace, will you state for the record when you were ordained bishop of the five-State diocese?

Bishop POLYEFKTOS. And I was ordained in the third of last month at St. Nicholas Cathedral in this city.

Mr. CHUMBRIS. That is a newly created diocese in the United States?

Bishop POLYEFKTOS. That's correct.

Mr. CHUMBRIS. Previous to coming to Pittsburgh, where were you located, sir?

Bishop POLYEFKTOS. I was in San Francisco for 20 years at the Cathedral of the Annunciation.

Mr. CHUMBRIS. Now, would you please relate in your own words what you think the role of the church is in combating juvenile delinquency.

Bishop POLYEFKTOS. Well, the clergy and laymen, young ladies' organizations, all of us are trying to eliminate juvenile delinquency by giving to the youth the proper religious guidance.

Mr. CHUMBRIS. Please proceed with your statement.

Bishop POLYEFKTOS. First, I wish to thank Senator Estes Kefauver for his kind remarks and also the committee for the privilege to express my opinion on this very important subject.

The matter of juvenile delinquency is, in my humble opinion, as important as the matter of the family of tomorrow, the civilization of the future, and the safety of our Nation.

The ideals of our country and their objects are parallel to this ever-increasing problem, which, if not checked now, will probably destroy the very roots of these ideals and objects.

On the surface, juvenile delinquency appears to be a matter of the psychosynthesis of a person and evaluation of principles. However, it goes a little deeper than that, because it is related with the search of the causes which predispose and prepare the weak mental synthesis of a person. Such causes we find in education, the family, and the environment.

The purpose of education in a healthy society is not only to give information on knowledge and its mechanism, but to also give humanitarian content to the soul of youth to develop their ideals and their moral personality; to cultivate the spiritual hygiene of the soul, and to balance their learning as well as to direct their course by supplying them with the source of divine revelation and truth. Because, without God and His truth as their guide, youth is lost in chaos. A chaos from which youth finds a common outlet in the contempt of moral and social laws and in crime, which serve as a mere satisfaction of their instincts and are the result of some desire of deliverance from their inner tyrannical clashes that torment them.

Since, in our time, the tragic specter of rationalism is so vividly discernible, and the animal acceptance of man, the negation, the theory of the automatic origin, and the indifference toward moral conservatism, one may ask, how it is possible for the educational endeavor to be understood without centric principles cultivating and explaining the moral law of God, since even the church, the Nation, and society in general are greatly alarmed by the scores of dreadful victims among our youth?

Religion and its morals are the only beneficial influences, since the dawn of civilization, to everything that has been preserved to the present time, as worthy and valuable principle and righteous source in the political and social laws and our general manifestations. These two factors supply the healthy psychosynthesis for our youth and serve to restrain them.

Consequently, if we wish to restrain juvenile delinquency we must regard as basic the cooperation of education with religion within our schools. The only way that education can become entirely complete is wherever it can place the watchtower of religion in its institutions; otherwise it becomes one-sided and the cause of all the ills I have mentioned.

How else would our educational system have the pretensions to consider itself successful and complete as long as the leading subject of the religious foundation is not existent in the school, the place

where the hopes of our Nation and the happiness of man are really molded?

The matter of juvenile delinquency, however, must also be related to the family. The family is the beehive which stores the honey of the soul and social virtue of honor and sacred duty. This is the conviction of the Orthodox Church. Wherever a strong family exists it is like a temple where the ideals of our country, love, respect, and breeding are cherished. In such a family, juvenile delinquency is unknown. On such principles America was founded and has since produced an abundance of great men, who have marked, with grandeur, the pages of her glorious history. From such upright family breeding, the waves of malendeavor of all poisonous external and internal enemies have been broken, as well as the poisonous political and moral teachings. From such families have sprung the heroes of our Nation, who have enriched us with the greatest spiritual and national triumphs.

The Greek-American family is powerful, not only because this is the teaching of our church, but also because it is one of our true and tried traditions. It has been proved that the foundation of the spiritual vigor of a child and his moral development is laid easier and more successful in such a family. A proof of this may be found in the statistics of our country, which show that young people who come from such families represent the lowest percentage in the crime records.

A conservative family, guided by spiritually strong parents, parents with higher ideologies, not necessarily of higher college education, comprises the backbone of the happiness and prosperity of a nation and of the physiological and healthy development of its youth.

The question arises, how can such a family be created? The answer can be given not only by the church, but also by our Nation. It is their responsibility and concern to place religious teachers in our educational institutions who will prepare the parents of tomorrow with the proper religious nourishment. It is also possible that Government agencies, with the similar mission and following the same course, can effect spiritual contact with our people through the means of press, radio, and television. We may also include all other social agencies that can aid in the guidance and enlightenment of our people.

I do not omit, naturally, to mention the importance of environment and its influence in connection with juvenile delinquency. It is possible that some form of legislation could be enacted, even in the form of a small code.

Several other laws have been enacted in the past concerning matters of less importance. I humbly believe that the securing of the above-mentioned presuppositions and the provisioning of the hearts of our youth with enthusiasm and initiative of a higher inspiration, well-planned and psychologically perfect, and also a basically higher education, would meet with considerable success in lowering the percentage of juvenile delinquency.

All of these factors would greatly aid the work of the church, who through her founder, long before psychiatry and other sciences, spoke generally and specifically on sin and its remedy. What else than sin is juvenile delinquency?

Chairman KEFAUVER. Bishop, thank you very much for a thoughtful and splendid statement. We are grateful to you, sir.

Bishop POLYEFKTOS. I thank you very much, Senator.

Chairman KEFAUVER. Congressman Fulton, do you have any questions that you want to ask His Grace?

Mr. FULTON. I would like to thank the bishop for a good statement and to say that we welcome him in Pittsburgh. We know of his good work in San Francisco and hope that the diocese will continue as it has been.

Thank you for your interest in juvenile delinquency and working with us of all parties to help in this particular phase.

Bishop POLYEFKTOS. Thank you very much.

Chairman KEFAUVER. Mayor Lawrence, do you wish to question the bishop?

Mr. LAWRENCE. I never question the bishop.

Chairman KEFAUVER. With a good statement like this, I think that on your subject there is not much else. It is a fine presentation.

Mr. CHUMBRIS, do you wish to ask any questions?

Mr. CHUMBRIS. No, I just wish to mention, Mr. Chairman, that Attorneys Theodore Manos and George Shorall who are attached to the diocese as legal advisers are here with him and also several of the reverend fathers in this diocese who are reverend fathers in the city of Pittsburgh, are here in the audience.

Mr. FULTON. Would you identify for the record who the reverend fathers are that you have with you?

Bishop POLYEFKTOS. Yes, I will be delighted.

Chairman KEFAUVER. Ask them to stand up so that we may see them.

Bishop POLYEFKTOS. Father James Demitrios Heliopoulos, dean of the Cathedral of St. Nicholas. With him is the president, Mr. Dino Katsafanas; Father Timothy Hountras, pastor, Presentation of the Child Jesus with his president; Father Arthur Saridakis, pastor, Holy Trinity with his president, and Father Vaporis, with the president of the Holy Cross Greek Orthodox Community, and several others who wanted to come and hear the deliberations of this committee on such an important subject that concerns us all, not only the church, but also our Nation.

Chairman KEFAUVER. Thank you, and we certainly are delighted to have you here, gentlemen.

We appreciate your interest. We hope you will stay with us as much of today as you possibly can.

Thank you very much for your statement.

#### STATEMENT OF LOUIS G. MANESIOTIS, SUPREME GOVERNOR, ORDER OF AHEPA

Mr. CHUMBRIS. Mr. Manesiotis, will you give us your full name for the record?

Mr. MANESIOTIS. Louis Gregory Manesiotis, supreme governor, Order of Ahepa.

Mr. CHUMBRIS. Will you state for the record what the letters Ahepa stand for?

Mr. MANESIOTIS. They stand for American Hellenic Educational Progressive Association. I am the supreme governor and I live here in Pittsburgh.

Mr. CHUMBRIS. Now, Mr. Manesiotis, will you please state to the subcommittee the subject that you would like to discuss here this morning?

Mr. MANESIOTIS. Mr. Chairman, in behalf of the Order of Ahepa I take this opportunity to thank the Senate Subcommittee on Juvenile Delinquency for the privilege to personally appear on this very important social problem confronting our Nation.

The American Hellenic Educational Progressive Association, known as the Order of Ahepa, and the foremost Hellenic fraternal and service organization in this country, consisting of 700 chapters and 70,000 initiated members is a national fraternal, benevolent service organization.

Much of our planning and programing is devoted toward the development of our youth, namely our junior auxiliaries, the Sons of Pericles and Maids of Athens, and promoting the numerous activities of these junior auxiliaries.

I am primarily interested in discussing this morning the excellent program your subcommittee instituted in Washington in July of 1954, at which time the leaders of several and varied service and fraternal organizations met for the purpose of coordinating their programs for the betterment of the youth of America on a national and local basis.

We are cognizant that all service organizations devote much of their resources, time, effort, and personnel in sponsoring curricular programs for youth. However noble these programs may be, we also realize that by coordinating our respective efforts we can avoid a duplicity of time, revenue and personnel throughout the country.

The Order of Ahepa at its national convention in August of 1954 held here in the city of Pittsburgh, upon learning of your program to coordinate the efforts of service groups throughout the country, unanimously approved the resolution endorsing this most worthwhile project. We again reaffirmed this resolution at our San Francisco conclave last August, and pledged all our facilities and resources in promoting this important program.

We are most anxiously awaiting the further developments so that we may circularize all our members and auxiliaries and apprise them of the programing so that we may lend our assistance in effectuating this splendid program.

I cannot stress too strongly the need and importance of these coordinated services.

The individual programs as now existing do not embody all of our age groups. This is a vital factor, a program to be successful must have constructive planning that will include each and every age group. Another important factor is that our program be one of continued activity throughout the 12 months of the year, in this way we can be assured that our youngsters are being occupied by wholesome constructive activity.

An important project undertaken by our order is the construction of an Ahepa Home and School for Boys. Construction is scheduled for spring. This school for orphan boys will be sponsored by the Order of Ahepa and managed by our Greek archdiocese in New York.

I again thank you for this opportunity and I can assure you the Order of Ahepa will cooperate in every way possible to assist you and

your committee in carrying out and promoting this most worthy project.

Chairman KEFAUVER. We certainly do appreciate your statement and observation relative to the conference that we called in Washington.

I may say that the conference he refers to is one we had about, representatives or heads of 17 organizations such as Ahepa, American Legion, Lions, Kiwanis, Knights of Columbus, many others who are working in the field of juvenile delinquency for the purpose of meeting together and coordinating and forming a unit for the national association for the purpose of exchanging information, working with one another. We found that this has avoided a lot of duplication.

We found in some instances several organizations in the city would be doing the same thing and something of great importance was not being done at all.

I think this effort has been of some value.

The conference had another meeting in Chicago on November 17 to 19 this year which Mr. Bobo attended. Mr. Bobo reports that continuing progress is being made.

Do you wish to say anything about it, Mr. Bobo, or ask any questions?

Mr. BOBO. No, but I would like to say this, though, Senator, regarding the conference, that many more groups now are joining with the original 15 to 17 and they are exchanging ideas on programs that really look forward to a real fight against delinquency and I am sure Ahepa would be a very integral part of that particular program.

Chairman KEFAUVER. Congressman, do you wish to ask any questions?

Mr. FULTON. I wish to thank Mr. Manesiotis for his good statement.

Chairman KEFAUVER. Mr. Chumbris?

Mr. CHUMBRIS. I have no further questions.

Chairman KEFAUVER. Mr. Manesiotis, we certainly appreciate your coming here and we are glad to have some encouragement for this conference.

Mr. MANESIOTIS. Thank you very much.

#### **STATEMENT OF VERY REV. MSGR. THOMAS J. QUIGLEY, SUPERINTENDENT OF SCHOOLS, CATHOLIC DIOCESE OF PITTSBURGH**

Chairman KEFAUVER. Our next witness is the Very Reverend Monsignor Thomas J. Quigley, superintendent of schools, Catholic Diocese of Pittsburgh.

Monsignor Quigley, we welcome you here as a witness here in our hearing.

I will ask Mr. Chumbris to ask any preliminary questions of Monsignor Quigley.

Mr. CHUMBRIS. You are the head of the department of education of the Catholic Diocese of Pittsburgh, is that correct?

Monsignor QUIGLEY. That's correct.

Mr. CHUMBRIS. I understand that you have appeared before many panel discussions and given many speeches on the role of the church and of the school in combating juvenile delinquency.

Monsignor QUIGLEY. I have done that.

Chairman KEFAUVER. Monsignor Quigley, we are fortunate in having some very interesting people here in our hearing room and if I am not speaking loudly enough, I want you to.

Monsignor QUIGLEY. All right, I will try to speak loudly.

Mr. CHUMBRIS. Do you have a prepared statement, sir?

Monsignor QUIGLEY. I have one. It looks very huge, but I assure you I am not going to read that but only part of it.

Mr. CHUMBRIS. Please proceed in your own way, sir.

Chairman KEFAUVER. We certainly would be glad to have your expression of opinion on any subject that you wish to speak on. We know that you have spoken on many of them and that you worked in many fields. So don't you feel that you have to be too brief, Monsignor Quigley, because we want to hear from you.

Monsignor QUIGLEY. First of all, I am surprised and pleased to discover from the hearings so far this morning that the juvenile delinquency problem in Pittsburgh is not as bad as it is in other cities of like population.

Chairman KEFAUVER. Monsignor Quigley, let's make it clear, we didn't mean to say that there isn't any substantial problem here. Our impression is that Pittsburgh is holding the line and that in the field particularly of narcotics and gangs that you are better off than most cities of this size. And I think perhaps the rate here is, according to our preliminary estimates, somewhat or slightly lower than it is in other cities, but we do not infer or imply that you are anything like free of it.

Monsignor QUIGLEY. I am sure that we are not. That is why I was pleased to see that maybe we were not as bad as I thought we were. I think if we held the line here, perhaps there might be some reason for that in the fact that in the opinion of the civic leaders of Pittsburgh, the educational leaders of Pittsburgh and most people in public life who have had a great respect for religious values, I think Pittsburgh in the last 10 years that I have had part in public life has done quite a lot to keep the traditional principles of Judaeo-Christian religion, if you will, or the religious principles upon which our Nation was founded, to keep that in the forefront of our thinking.

I think that is a contributing factor to any holding of the line we have done.

I think the Mayor's Civic-Unit Council, the Religious Education Civic Association, the chaplains of the various universities, meetings that have been held here from time to time, for education, try to discuss the place of religion in education and particularly in higher education—these things have been done effectively and done frequently so that those who are facing youth over the schoolroom desks and facing them anywhere in the community are constantly being alerted to the importance of religious values.

I don't know how successful that has been, but I think, I mention it because, I think it has some effect.

In my mind, the first thing to determine is, when we say something about juvenile delinquency, what are they delinquent about? I mean, they have to be delinquent in terms of a certain set of standards or norms of behavior. Are they delinquent in terms of the standard of behavior which is generally accepted by Americans or are they delin-

quent in terms of the standards and principles and values of the religious traditions?

I am a little fearful that a great many adult Americans do not accept wholly the principles and the values of our religious traditions and they have, in a sense, set up another scale of values and our young people, may we ask, are they delinquent in terms of that or are they delinquent in terms of the old religious traditions? This is the thing that bothers me.

There is no doubt about the statistics that there are young people, more young people, who are facing the courts today than before. When we face these statistics, one is apt to jump to one of two extreme viewpoints. On the one side are those who tend to overprotect and idolize youth. To them youth is never to blame, never responsible, always wonderful, and the best hope of the world.

At the other extreme are those who blame youth for every social evil and credit them with nothing meritorious.

The latter opinion is patently silly. The majority of young people in both public and private schools are law-abiding citizens, striving manfully to do their jobs and to maintain standards of decency, truth, honesty, and general morality in their conduct and judgments. They are serious students. They stepped out of our high schools and into our Armed Forces, and won our wars. They are good, healthy, cheerful, alert human beings who have never seen the inside of a jail or a courtroom. This is the majority.

It is almost as silly, however, to assume that all the excitement about juvenile delinquency is exaggerated, and to ignore the statistics and the warnings of our law-enforcing agencies. Despite all the good young people, one cannot deny that the number of the lawless keeps growing.

Many among us treat this too lightly or merely make an occasional gesture in the direction of reform. A newspaperman writes one story about the latest statistics, gets his byline, and promptly forgets all about it. A politician makes a campaign issue out of it and forgets it after his election. The average citizen reads about it in his newspaper, shakes his head dolefully, and turns to the sports pages.

Then there are the child worshippers mentioned above. These are often found among social workers, and sometimes among educators. They are fond of quoting pat phrases like the following:

"There is no such thing as a bad boy." "Only society is to blame." "It's parental delinquency that is the source of the trouble." "Youth are as good today as they ever were."

Everyone is to blame but the boy or girl who actually did the crime.

This type of person tends to believe that all the talk about juvenile delinquency is exaggerated.

They ignore also—as do the statistics—the delinquency among youth who are never arrested, either because they are protected by their parents or are guilty of delinquencies which are not crimes in civil law. We can only guess at the number of undetected cases, and the cases of lying, cheating, dishonesty, violence, and sexual misbehavior which are not infractions of civil law, but are nonetheless delinquencies in the sight of God.

Recently a high ratio of young people—not court cases—who answered a questionnaire in an eastern city stated that they did not consider all forms of lying and dishonesty to be immoral, apparently

as long as no immediate harm was done to society. Evidently they believed that social advantage or disadvantage determined morality. This is socialistic thinking, the theory of John Dewey and his disciples. We consider this to be delinquency. We are not sure that all our fellow Americans agree with us.

In the area of sexual behavior present-day juveniles undoubtedly accept standards of conduct far removed from those of a few generations ago, and far removed from those of the Catholic Church. Necking, petting, and steady company keeping—with no reference to subsequent marriage—is today not uncommon on the eighth and ninth grade level.

None of this gets to the courts, or into the statistics, but it is definitely delinquency in terms of Christian tradition. If we have, as a nation, given up the substance of that tradition, and accepted the socialistic theory of no absolute morality and no crime except that which does a disservice to the state, then perhaps all the talk about juvenile delinquency is truly exaggerated.

The Catholic Church—and her schools—has not given up the full doctrine of Christ. So we are truly alarmed by the rising tide of crime and delinquency.

#### ARE PARENTS TO BLAME

A point of view commonly supported by our modern social worker or civic minded do-gooders is that parents rather than youth are the real delinquents. This idea contains an element of truth but contains also a dangerous error. It is constantly emphasized by speakers, teachers, writers, and the newspapers, as though parents—as parents—were the only ones to blame for moral failures.

It is true that among parents there are some who are neglectful of their duties, careless, drunkards, divorced, and lawless. It is also true that among bankers and attorneys and doctors and newspapermen there are some who are dishonest, untruthful, drunkards, divorced, indecent. Why single out parents as a class to shoulder all the blame?

This point of view neglects to note that the delinquent parents were just a few years ago students in our schools. It further neglects to give credit to many parents who are striving mightily to do a good job of parental guidance, and to many who are succeeding. Most of all, it ignores the important truth that every man, including the juvenile, has a will of his own. To deny this is to deny the whole basis of human freedom and to destroy the foundation of democracy. It is a naturalistic and a socialistic doctrine.

Many circumstances may incline a youth to a lawless act. Other forces may incline him away from it. In the last analysis it is his own decision and he must assume responsibility for it. If Junior steals an automobile, he is guilty of that act and not his father who may be a drunkard, or his mother who may be a shrew. The latter have the guilt of their own sin to answer for, but Junior stole the automobile. To deny him the large measure of responsibility is to deny a principle of religion and a principle of traditional American democracy.

#### PART OF THE WHOLE

There is juvenile delinquency in our land, and there is parental delinquency among the country club set, who are rarely arrested, as

well as among the poor, who are often brought to court and who become our statistics. But this is merely a reflection of a departure from religious standards by the community as a whole.

There are delinquent lawyers, who drink too much; who stretch the rules of truth, honesty, and decency to make a fee; who see no harm in divorce; who indulge in vilification and character assassination. The same can be said for some judges and politicians. There are businessmen who have long since forgotten what St. Paul said: "Let no man overreach or circumvent his brother in business, for the Lord is the avenger of all these things." Who says religion has no place in business or politics? Are they surprised then when youth asks, "Why should religion have place in education?"

It is difficult to convince a youth that it's wrong to steal, when he hears his own father, not the pictured delinquent father of the sociologists, but an upstanding businessman, member of the chamber of commerce, civil leader, boast of a sharp deal he was able to swing by a little political squeeze put on his competitor.

There are delinquent doctors, who think of a dollar before a patient, delinquent teachers who scoff at absolute norms of morality and at the principles of religion; delinquent clergymen who dare not cry out about sin and evil, whose sermons dare not offend, whose doctrine is all milk and honey, and never fire and brimstone. There are newspapermen whose stock in trade is sensationalism and circulation, even if it means scandal and calumny; who lie or distort truth. We have been utterly victimized by advertisers whose business seems to be to sell untruths and half truths. Radio and TV blare out commercials so banal, so contradictory and untrue that the average junior high-school student must conclude it is smart to deceive.

Isn't it true that most Americans consider divorce legitimate? If so, don't they accept broken homes as a logical, subsequent condition? Do not they think it's smart to cheat the insurance company, beat traffic tickets, drink heavily, play around with another one's husband or wife? Isn't "getting away with it" the pragmatic norm which governs their decisions? Have we not become a people who worship the "body beautiful?" Has not our whole entertainment and athletic program, our popular songs and dances, made us a sex-mad, pleasure-mad people? Are we not dedicated to getting the most we can of wealth, honor, sensible pleasure, and excitement out of the physical world, out of the worship of the body? Are we not then a delinquent people in terms of Christian faith and tradition? Both juvenile and parental delinquency are but partial manifestations of our general decay as a Christian nation.

If we accepted the theories of socialism—not only of Marx, but of John Dewey—if we have given up God and the supernatural, there is really no problem of juvenile delinquency, for whatever mores youth will fashion as the values of our future, must be all right. And why shouldn't they?

#### THE PHILOSOPHY OF THE REPORT

It is our opinion that the report of the mayor's committee, like so many others laboriously prepared by modern social workers and civic leaders, clearly defines the shadow but fails to see the substance. It is based on a socialistic philosophy which we cannot accept. It

advert to the role of religion but implies that religion is a means for the establishment of social composure. However, if we wish to continue living by the principles of a supernatural religion then we have a problem of delinquency which must be solved. First we must understand religion. The typical social idea of religion is that religion is a means for the establishment of social composure. For example, we read:

Religion, the human effort to retain composure despite the uneven motion of the world, has not functioned to the full satisfaction of twentieth century Americans.

In our philosophy, religion is a divine institution, not a mere "human effort," and it is under no compulsion whatever to function to the "satisfaction of Americans." Rather, we believe Americans are under compulsion to function by the terms of religion as mandated by God.

One can easily read in this report the insidious socialism that makes society or the state the primary objective of human existence. For example, we read this paragraph:

The council espouses the theory that most delinquency results from personality disturbances in individuals who have been unable to handle their internal tensions caused by imperfections in the social structure, and that these imperfections can be improved upon \* \* \*. All societies at all times must rely upon the human material at hand, and must remember that the strongest individual will break if placed under too great a strain.

In this report it is always the social structure which must be saved, or reformed. The society is the important reality. The individuals are mere parts of the machine.

In our philosophy the individual is the reality to be saved, or reformed. The group, the community, the nation has no reality except as an instrument to effectively execute the will of the people. We believe God has given men authority over their temporal affairs. A government, a social structure, is an instrument, a means to execute that authority. If men are God-fearing the social structure will be sound whatever its form. If men disregard God and His laws in their personal, individual lives, the society will be evil, weak, and inadequate.

#### THE DELINQUENT AGE

We live in an age which is delinquent in terms of this traditional concept of religion. To the Catholic, religion is first and foremost a relationship between a personal God and the individual man. It is a relationship by means of which the man achieves personal happiness through loving God expressed in his own, free, voluntary keeping of God's law, and this in any kind of society. Hence our approach to the problem of juvenile delinquency must begin with a reform of individuals. We must attempt to engender in individuals the knowledge and virtues which will enable them to meet the challenge to Christian living arising out of their own times and environment. This means they must have a thorough knowledge of God, eternity, and divine law, and a moral strength to live by the Ten Commandments. However, no amount of social planning, psychiatric guidance, or economic planning will avail anything without a renewal of our lives in terms of essential religious values.

For those who do not believe in a personal God or a divine law we can offer no solution to the growing spirit of lawlessness. Admittedly many Americans will scoff at our old-fashioned idea of religion. Let them then describe how they propose to maintain order unless by a regimentation which denies man's freedom and dignity. Or let them say why youth should respect decency, truth, or honesty, when these have no other sanction than social custom or a policeman's club.

Youth will ever try, and has ever a right to try, to change customs. If there is nothing eternal and changeless about decency, truth or honesty—and our modern philosophers and sociologists so teach—why all the concern about what the young are doing to these values. Perhaps our Americans, who believe in no religious absolutes, would make a religion out of Americanism and make society or the United States our god and hold it up for youth's worship. If so, they have no quarrel with a man who makes Russia his god and communism or fascism his religion.

Social and economic planning is necessary, good housing is important, recreational programs help, and psychological guidance should be utilized. But all these are mere complements, secondary means, if we are really interested in restoring the standards of life and behavior demanded by our heritage.

#### REFORM TO GOD'S WILL

Foremost in this effort must be the religious reform of the individual. The perfection of society is not the problem. We do not believe that human society can ever be perfect. In fact, our religion commits us to believe that it will always be imperfect, always presenting to men trials, suffering, pain, and temptation. There has never been a time in man's history when he lived without these trials, and there never will be. God has ordained that we work out our salvation in the sweat of our brows; that we take up a cross; that we do battle for the prize of eternal life. Men must be made strong to do this, not that they will create a perfect society here, but that they may rise above the peculiar evils of their times and win eternal life with God. Educators must develop such a strength in students. Otherwise we must all give up to anarchy, or accept the police state.

Our approach is the reform of the individual, juvenile and adult. Our aim is no less than a conformation of man's will to the will of a personal God, as expressed in the Ten Commandments. We think and plan against a background of centuries of experience dealing with human behavior. We do not believe that economic plans, or housing projects, or athletics, or hobby clubs, or the multiplicity of playground facilities will ever replace a healthy respect for the Ten Commandments of God as governors of good behavior. Playgrounds may well become centers where juvenile delinquents meet and plan their gang activities. There are many more playgrounds today than there were 30 years ago, and there are many more juvenile delinquents.

So we will continue to be concerned about men rather than about the social structure. We will continue to encourage men to conform their wills to the will of God. In this effort we will make no distinction as between youth and adults; professional men or laborers; clergy or laity; lawyers, doctors, advertisers, musicians, entertainers, manufacturers, labor leaders, reporters, editors, diplomats: all are obliged

to obey God. They may refuse. If they refuse, I think we cannot, we must accept the fact that the youth will reflect that refusal in their behavior. I don't think young people are old enough or mature enough or wise enough to set up standards of their own. I think they reflect the standards of the adult community, not necessarily their parents but the adult community in which they live.

Because they are young and energetic, when they do reflect those standards they reflect them in a rather loud way that everybody hears and knows about.

I believe that they are really showing openly and manifesting openly as a sort of a cancerous disease that is part of the whole community in its departure from the religious traditions of our forefathers.

Chairman KEFAUVER. Monsignor Quigley, you have brought out some very important points in your statement.

For one thing, I think that a lot of parents, no matter what they may do, or a lot of people in the community, no matter how, what their conduct may be, somehow expect the child to be different. That is just not likely to occur, is it? As you say, they reflect the general attitude as the moral standard of the community.

Monsignor QUIGLEY. It is pretty difficult for a young boy, for instance, to have any respect for law when in his dining room at home he hears his father, who is not a parental delinquent that the social workers talk about, but an upstanding businessman of the community, may be a member of the chamber of commerce, he hears that father boasting about how he put over a fast deal that day with a little skulduggery, or he hears him boasting about how he beat a traffic ticket or made a false claim to the insurance company, and all this sort of thing.

When young people hear that kind of conversation around the table, it is naturally going to affect their own thinking and their own behavior and their own judgments.

Chairman KEFAUVER. I saw the statistics that you referred to. Your survey showed what percentage of young teen-agers had heard of the Ten Commandments. What was that figure you gave?

Monsignor QUIGLEY. I don't have that. I pulled that out of the air. I think it was about 60 percent who had not heard. Maybe it was 60 percent who had heard. I am not positive.

Chairman KEFAUVER. As I remember, it was about half and half.

Monsignor QUIGLEY. About half and half.

Chairman KEFAUVER. The problem that so often comes up is that the child goes to church and takes part; he is not any big problem. Of course, he needs continuing guidance and help, but it is the youth that you don't get into the church and into the school that is really the problem, isn't it?

Monsignor QUIGLEY. Yes. I believe, of course, we get most of them in the schools one way or another.

Chairman KEFAUVER. Most of them in the schools.

Monsignor QUIGLEY. We can present to them in the schools and I feel we can present it without any worry about union of church and state or any worry about the status of public schools and related to the private schools. I think all of us can have, can very well keep in mind, in the minds of those students these standards of behavior that are part of our religious tradition and our religious culture. It is

part of our American culture and there is no reason why it couldn't be presented to them in every school.

Chairman KEFAUVER. I have never seen why the so-called doctrine of separation of church and state and no religion, so called, in school should not be permitted, should not permit the teaching of certain essential moral values, standards of moral conduct. We did it in our Army and Navy and our services.

I think we had, in some places, gone overboard in trying to, in the matter of separation of church and state and not really putting forward any principles of moral conduct or code without regard to particular religious belief in our schools.

Monsignor QUIGLEY. It should not be a separation of religion and the people. These moral values can be presented and I might say here, and I don't say this in the sense of flattery or anything else, I think that the Pittsburgh public schools have done a good job of that. They have made efforts to keep these principles in front of the students.

About a year or so ago, the curricular department of the Pittsburgh public school prepared a course of study that was being integrated, that integrated moral and spiritual values throughout the day. And I read that and I think it was one of the finest things I have ever seen worked out by any public-school system and I have examined a number of them.

I don't know whether that is being taught actually now but it may be.

Chairman KEFAUVER. Congressman Fulton, do you have any questions or comments?

Mr. FULTON. I would like to compliment the good monsignor because I know what a fine institution has been built here in the Catholic Diocese in Pittsburgh in the parochial schools.

May I ask on a line that has not been asked heretofore about the mentally retarded children who are often mistaken as delinquents? Is it not a fact that because we, in this western end of Pennsylvania have to wait often 4 or 5 years to get a child into Polk or a mentally retarded student, that actually our governmental agencies are very low or delinquent and we should go ahead with these borderline cases of children who, with proper attention and care and institutional training, at times could be made into good citizens?

Monsignor QUIGLEY. Yes, Congressman, that is very true. We are arriving now at a point where we can pick out the borderline cases and the extremely retarded cases much better than we could years ago. The schools and various other agencies are able to screen the children out when they are very young.

But the problem is, Where can we send them for the proper training? Both the public schools and the parochial schools in Pittsburgh have entered on a very broad program for that. We have special opportunity classes and recently the Catholic Diocese opened St. Anthony's in Oakmont for resident students who are extremely retarded and for all sorts of exceptional children who may be hard of sight, partially sighted, and so forth. We have institutions for those, but the Congressman is correct, we still haven't enough. There are many more such cases waiting in line to get in.

When we opened St. Anthony's School, for instance, we opened it with 45 students and within about 2 months we had 300 on the waiting list to get in.

We expect that when it is all finished that we will be able to house about 200. This is certainly something that the community could think of as a serious matter, the provision of training facilities for mentally retarded children, and get them very young.

Senator KEFAUVER. Congressman Fulton has just suggested to me that in some of your State institutions children that need special treatment or training have to wait 4 years before they can get in.

Monsignor QUIGLEY. To my knowledge, that is correct. I have had cases where they have waited 4 years and even longer.

Mr. FULTON. At Polk Institute.

Monsignor QUIGLEY. Particularly.

Mr. FULTON. We have at least a 4-year waiting period for everybody and the worst of it is that so many people get in touch with the public officials to try to use politics to get in what the child deserves and should have.

Chairman KEFAUVER. Well, I said we didn't come here to criticize, but certainly I guess other States have waiting periods which are very long, too, but if a child is going to be taken care of it is a deplorable situation to wait 4 years when they need treatment.

Often, after that length of time, it is too late, isn't it?

Monsignor QUIGLEY. Sometimes it is too late because a child like that should be taken in very early and the training should be begun immediately and after 4 years something can be done but maybe not nearly as much as had the child gotten in at the first opportunity.

Chairman KEFAUVER. That is like a disease or any other kind of difficulty, the quicker you get at it the better chance you have of correcting the trouble.

Monsignor QUIGLEY. That's correct, Senator.

Chairman KEFAUVER. We appreciate very much your appearance here and your help to our committee.

#### **STATEMENT OF RABBI HAROLD SILVER, TEMPLE EMMANUEL, SOUTH HILLS, PITTSBURGH, PA.**

Chairman KEFAUVER. Our next witness is the Rabbi Harold Silver, Temple Emmanuel of South Hills.

Rabbi, will you come around, please?

Will you give us a little background information about yourself?

Rabbi SILVER. May I say, Mr. Chairman, that in my fourth year I was privileged to being called to this new congregation, Temple Emmanuel, in the suburban South Hills area of Pittsburgh.

This particular congregation, as Representative Fulton knows only too well, presents possibly one of the great challenges, Jewish congregationwise, around this particular vicinity of Allegheny County.

The Jewish faith, the Jewish community in South Hills, is following slowly, but inevitably the pattern of the suburban relocation of population. Interestingly enough, while Pittsburgh has been in the forefront in connection with civic progress and the physical cleaning up of the metropolis as well, there is one aspect of Pittsburgh's progress where they have been behind other cities. This has

been in the relocation of population from the urban to suburban centers.

My home originally is in New York and I have had some knowledge of other big cities across the country and it is interesting to point out that in most of the cities this urban-suburban shift of population began possibly 20 or 25 years ago and it has only really taken root here in Pittsburgh, I would say, since the conclusion of World War II.

Within the past 10 years there has been a tremendous shift of population into the suburban areas. South Hills is one of the biggest suburban areas, and there has been a tremendous development in building, home building, the building of communities, churches, schools, social agencies in this particular area of the city.

I would say without trying to be a prophet, and I certainly make no claim, nor am I the son of a prophet—I would say——

Chairman KEFAUVER. Rabbi Silver, I believe you are the son of a very distinguished rabbi whom I have had the privilege of knowing for some time, Rabbi Silver of New York.

Rabbi SILVER. Rabbi Silver of New York is my father and Hillel Silver of Cleveland is my uncle.

While on the subject of background, it might be of interest to you to know that I represent the sixth generation of rabbis in my family.

So I hope the cloth fits somewhat admirably—at least I try.

Chairman KEFAUVER. It gives you a fine background and a wonderful heredity to live up to.

Rabbi SILVER. Thank you. I try.

So much for the background of my particular congregation. It started 4 years ago. It is New Reformed Jewish. Roto Sholem, my first congregation, was the first Jewish congregation in Pittsburgh 100 years ago.

Temple Emanuel of the South Hills probably is the first Reformed Jewish congregation that this new developing section of Greater Pittsburgh has. I think it has a great future not merely for the Jewish community of Pittsburgh but for the entire future growth of our city.

We are hemmed in, in this particular city geographically, but I think if Allegheny County would put in about half a dozen tubes through Mount Washington, we might overcome that situation. Possibly that is the only way to overcome it.

Mr. FULTON. Thank you for your suggestion on the good South Hills Congressional District. I think it is fine.

Rabbi SILVER. I don't know whether it will give political support to my Congressman, Representative Fulton is my Congressman in my particular area—I am proud to have him here today.

Gentlemen, I am in danger of becoming a delinquent myself if I don't address myself to the statement that I have prepared for the committee.

I have to leave for Bethany, W. Va., to lecture there this afternoon in connection with a Christian-Living Emphasis Week and with the committee's permission I would like to read my statement.

Chairman KEFAUVER. Please proceed.

Rabbi SILVER. From time to time the claim has been made from both Jewish and non-Jewish circles that the incidence of alcoholism among people of the Jewish religion is lower than among non-Jews. While

there are no actual statistics on the subject, all sorts of scholarly and nonscholarly explanations have been offered.

Some time ago a scientist from Yale University offered a rather interesting explanation as to why alcoholism is so rare among the Jews. A Dr. Charles Snyder told a meeting of the Harvard Department of Health that Jewish people rarely become alcoholic because, among other reasons, drinking is part and parcel of their regular religious background.

The Yale sociologist went on to elaborate that Jews begin drinking early in life in connection with their conformity to religious rituals and ceremonies. Their drinking, however, he pointed out, is done in a strict family context. And thus, through their family traditions, and under strict parental guidance, Jews are systematically socialized to moderate drinking and sobriety.

Dr. Snyder went to warn, however, as participation in and conformity to traditional ceremonies and family rituals diminishes, the family pressure for sobriety relaxes and Jews tend to accept the pattern of drinking, intoxication, and alcoholism found in the wider society.

Dr. Snyder's thesis, while open to much discussion and controversy, contains one salient fact which is inescapably relevant to this committee's focus of investigation regarding juvenile delinquency. That fact is the crucial dominance of family influence in every area of child development. Jewish history, which goes back some 4,000 years, is a striking example of the wholesome, beneficial, all-pervasive influence of such family emphasis.

Alcoholism, in connection with this family influence, is only one minor area which has come under the historic umbrella of Jewish family discipline. A good historical case can be made with equal force and inspiration regarding the equally low incidence among Jews concerning all areas of moral, and ethical delinquency. By such a statement, I do not mean to set the Jewish group up as the paragon of all human virtues.

Needless to say, throughout Jewish history and in contemporary life, the Jew proportionately has fallen victim to the evil influences in our society which affect us all, regardless of race, creed, or religion. But in speaking of proportions, the vital and dominating influence of strict family guidance and discipline has tended to keep those proportions under remarkably strict control. Perhaps this control has been more for history than for contemporary life. In either event, the family principle is still valid and meaningful.

Having tossed this bouquet to the Jewish family, it now behooves me to make some pointed observations regarding the burning question at hand. The larger question confronting this honored committee can best perhaps be phrased in this manner: How can our society today immeasurably improve its basic methods of building better character among our young people?

Since the family, historically, has taken its cue in this direction from organized religion, which has been primarily responsible for setting the higher goals of character training, it would be eminently worth our while to review briefly the basic tools of character building which religious leaders and parents have operated with down through the centuries including modern times.

Perhaps there is something fundamentally wrong with these methods, which upon objective reexamination, we can set in better order.

In line with this reappraisal, I believe that church leaders, today, of all denominations, particularly through their religious schools, can seriously come to grips with this problem of juvenile delinquency by attacking it at educative roots—both in the religious school classroom and in the circle of family life.

The first and most common historic method of character building, which should draw the heaviest fire of our church leaders today, is the reward and punishment method. Through this age-old device of character training, the promise has been held out to the child from infancy up that if his moral and ethical behavior is exemplary, he will receive some sort of material benefit.

On the other hand, more often the cuffing hand, if the child's behavior pattern is morally and ethically reprehensible, some physical form of chastisement is generally promised and meted out to him.

The reward and punishment method is perhaps the child's first direct contact with character training and evaluation; that is to say, a cookie if he's good; and a slap if he's bad. Generations of parents and churchmen as well have availed themselves exclusively of this time-honored method.

Invariably, this procedure gets immediate results with children, but its far-reaching effects and basic harm derives from the fact that it does not allow the child ample opportunity to reflect intelligently and objectively on his own age level upon his specific actions, whether good or bad; and even more important, the straightforward reward and punishment method does not afford the child any real opportunity to study the implications and the far-reaching consequences of his conduct in any given situation.

Naturally, one cannot expect a 2-year-old child to be meditative and reflective about his behavior pattern. The child in early infancy and adolescence acts and reacts more or less like an animal with animal instincts. But, as the child develops and moves quickly, far more quickly than the average parent realizes, into a significant area of understanding and reflection, the parent is tragically remiss in his duty as character builder and molder if he does not afford the child an early and full opportunity to think out the consequences of his behavior impinging upon the lives of everybody around him.

This, I feel, is one of the major problems surrounding the area of so-called juvenile delinquency today. These young teen-agers have gotten into the character-damaging habit of acting completely impulsively with absolutely no thought on their part of the consequences of their impetuous behavior upon the lives of others, and with absolutely no thought on their part as to what their impulsiveness might mean and do to others.

Much of this, I believe, is primarily due to their never having been properly exposed in their younger years to a searching period of conduct reflection, guided and carefully controlled by parents and church as well. Unfortunately, the sum and substance of the moral and ethical training of most young people in their crucial early years has simply been: "If I'm not good, I'll be hurt." In other words, no keen awareness here that others besides self might be hurtfully involved.

The church and church religious school can be enormously helpful in this regard, if churchmen particularly will reexamine one of the fundamental doctrines in connection with character training which has been unfortunately permitted to take a back seat in this crucial problem of

character development. Religious educators have tended to underplay the crying significance of teaching character building for the size of nothing less than character formation itself.

That is to say, the doing of good and the being good for goodness' sake alone—with absolutely no expectation of material or physical rewards. That is to say, the doing of goodness itself should be the reward. And by the lack of such goodness the child should be made to understand that he only punishes himself and all with whom he comes into contact.

Religious education has had a tendency to play up the strictly religious and supernatural overtones of the reward and punishment method dealing with character building. I would humbly suggest that by concentrating less and less on hell and brimstone punishments and sugary hereafter rewards as well, and directing our religious educational attention to the more immediate realization of morality for the sake of morality and society, we will all, through our religious training, be reaching deeper into the minds and the hearts of our young people today.

If there is to be a reward, let that reward be the youngster's clear awareness of the goodness he is doing; and if there is to be punishment, let the punishment be the youngster's further awareness of the unintended harm and hurt he can inflict upon others by his simply not being good or doing good.

Let it be clearly understood that I am not advocating the inculcation throughout religious schools of an irreligious ethic in the minds and hearts of our children. As far as I am concerned, and I am sure that my colleagues will concur, there can be no true ethic without religious grounding. But what I am merely calling attention to in this heart-searing problem of juvenile delinquency, is that I believe we all could be vastly more effective in our church educational programing dealing with character building if we applied the reward and punishment religious yardstick with its present unfortunate supernatural emphasis less and less to our children in helping them to understand the more practical and natural considerations of ethical training and responsibility in the society in which they live.

The other vital area of character building where churchmen and parents can exert a greater influence has to do with the second historic method of character building through the instrumentation of imitation. That is to say, the building of character through imitating and patterning our own lives after the lives of others we admire, respect, love, and adore.

Needless to say, this method has proven wholesome and beneficial only insofar as the model we aspire to is model. All children in their early growing up aspire to be like their parents. The desire to aspire leaves off sharply when the child soon begins to observe that his parental model or his away-from-home hero has two feet of errant clay like his own. It doesn't take the average child long to note serious moral and ethical inconsistencies in his parents' behavior.

In this connection, I cannot help but smile at the recollection of the advice one father gave to his young son while recklessly speeding along a crowded highway: "Stand on the back seat of the car and keep your eyes peeled out for the cops."

The basic problem with this method of imitation is that it imposes an awesome responsibility upon the moral and ethical should-

ers of the average parent—which responsibility the average parent is not prepared to assume on a full-time, lifetime basis. After all, parents, too, are human beings.

We, too, make occasional sorry mistakes in our daily practice of moral and ethical living. What the average parent doesn't seem to realize particularly today is that the learning, groping, appraising, and critical eye of his developing child is never off the parent. The child is always desperately seeking and looking for guidance, direction, and inspiration from his parents.

We do the best we can, of course, but we often become slothful in this regard and then parenthood, a full-time profession, quickly becomes inhabited by morally and ethically part-time parents.

Needless to state, if as parents we have natural deficiencies in our own moral fiber, what can be said about our children's other full-time heroes or models of imitation and aspiration which they meet daily through the character-debasing comic books, the sex-titillating magazines and newspapers, and the cheap and tawdry imitations of character of their motion picture and television idols.

In this regard, few parents today keep a steady, full-time watchdog discussional check on these abominable influences and their unhealthy impact upon the moral and ethical thinking of their children.

Here, again, is where the church and the church religious school can play a far more effective role in character training. While church history, dogma, and rituals must never be overlooked or minimized in the church curriculum, far too many religious leaders tragically overlook the dramatic opportunity they have, even on a once-a-week basis of coming to grip with these character-corroding influences which pollute our children's minds from Sunday to Sunday.

Far too many religious educators forget that life is outside as well as inside the covers of Sunday school textbooks which our children read and discuss each week. Before we can ever hope to arrive at having our children imitate the divine pattern or ethical behavior, made manifest through a Moses, a Jesus or God Himself, it is our prime responsibility as educators to place before our children, morally and ethically, wholesome and outstanding patterns of daily human behavior.

It behooves us to strip bare these ugly, cheap character imitations deforming our children's secular idols and smash these plaster-of-paris magazine and motion-picture saints and sinners on the discussional floor of our educational classrooms.

If we are to make any headway in this problem of curbing future juvenile delinquents, our church schools must become dynamic laboratories for character evaluation. A generation ago, the prevailing educational theory was that you couldn't teach ethics in a classroom setting. Ethics had to be lived outside of the classroom in the arena of life itself.

It has taken us a sad and tragic generation to see the error in this type of thinking. If there is any plea to be made today, if there is any suggestion that I might humbly offer to my colleagues in connection with our influencing our children far more effectively than we have, so that we may avoid for the future the shameful specter of juvenile delinquency haunting our community and every community across this land, it is this: I would strongly recommend to the churches that we bring the teaching of ethics and ethical values back promi-

nently and significantly into the religious education classroom where it belongs—for all of our young people to examine, study frankly and reflectively under the critical but sympathetic watchdog eye of church teachers, preachers, and the like.

And in this connection, if it is our honest intention to come to grips with this serious problem of juvenile delinquency, it behooves us all, through church-school curricula, youth groups programing, and so forth, to try and develop the only morally compelling, and efficacious method of character building—which we might term—reflective thinking.

At the earliest possible period of the child's formative development, under the influence of parents, teachers, and preachers, our children must be taught to analyze the full consequences of their behavior. They must be given a clear and intelligent opportunity to think out critically and constructively the far-reaching effects of their actions, not only as such actions affect their own lives but the lives of all with whom they come into contact.

This is the crux of our problem of character-building today. Too many young people who have gotten into serious trouble with the law have never given a moment's consideration to the consequences of their rash and impulsive behavior; which is the trademark of juvenile delinquency. Frankly, these children were never impelled or motivated to think out the consequences of their conduct because throughout their early years they were made to operate as moral and ethical robots on an ethical level which involved only material rewards and physical punishments.

If a child is reared in such a vacuum, which allows no reflective, self-criticizing and self-determining thought, what else can we expect but juvenile and ultimately senior delinquency?

Chairman KEFAUVER. Rabbi Silver, I want to commend you upon a very excellent statement—a challenging one.

We certainly appreciate your coming here and being with us.

Representative FULTON, do you wish to make any comments?

Mr. FULTON. Do you think these shows of violence on TV, radio, and in the movies establish a pattern for the child that is a pattern that is overemphasized? Do you think that is an influence?

Rabbi SILVER. I definitely do.

One has but to turn on the television set of an evening after dinner and there follows one program after another of violence and bloodshed and all of the moral perversions in our society, all under the banner of art or industry, as it were.

I am not suggesting that we set up any rigid form of censorship of the motion-picture or the television industry. I am opposed to that because of its obvious dangers. But I am at a loss to know, frankly and honestly, what should be done if there is to be no actual censorship which could be the effective way of coming to grips with this sort of thing.

Perhaps I will mention the comic-book industry, for instance. They appointed a czar, so to speak, a regent to oversee the comic-book industry. They set upon themselves a sort of a self-imposed censorship. It has been in effect now for a year. It is probably too short a time to evaluate them or condemn them offhand. But frankly, you just have

to pass and see the same filth and sex-titillating literature and the comic-books a year after this so-called censorship was imposed.

Now, I am not saying that the television industry nor the motion picture nor the radio could not do a better job in this direction. I would like to feel that they could. I would like to feel that people do not need an official governmental censorship in this regard. It goes against the grain of our whole democracy. But television today really is falling into a shoddy pattern. Of course, it is a youngster as far as our social life is concerned here on the American scene. The whole industry isn't 10 years old and perhaps we shouldn't be too quick in condemning it offhand. But that it has tremendous influence in the life of the average child, particularly in the home, this goes without saying.

One has but just to be a parent and observe his child sitting in front of the television machine for several hours and watching what comes across to be frankly frightened at this powerful educational and psychiatric influence in the life of the child.

MR. FULTON. You think there should be more emphasis on normal child and teen-age activities rather than so much emphasis in these various media on maybe short courses in murder, or wild-west gunplays.

RABBI SILVER. It might interest Senator Kefauver to know that in this whole interest about television we have established here in Pittsburgh a magnificent educational TV station. This, I believe, as the future goes by, will prove to be one of our most effective aids in combating this problem of juvenile delinquency through the schools and through the homes. Radio station WQED, just within the first short year of its existence, has created a tremendous influence for good and for decency in this particular city. If there is anything else to be recommended this morning, I would recommend that every community inaugurate a WQED and follow its pattern.

It will not achieve overnight results, but as the years go by it will have a beneficial effect.

CHAIRMAN KEFAUVER. I certainly agree with you, Rabbi Silver, that our educational TV is a great thing and it hasn't been utilized or appreciated to the extent that it should.

You would be interested in knowing we have had extensive investigation on horror and crime comics over a period of a year and a half, and it was the result of our hearings that the comic-book industry did determine to try to clean its own house.

RABBI SILVER. Have you felt that it has been successful?

CHAIRMAN KEFAUVER. It has been a whole lot better in the case of comics, and we have had hearings on TV, radio, and movies, and our report is very much along the line that you have commented upon. These reports are available. But in the case of all three, I agree with you that censorship is not the answer.

In the first place, the industry itself must be made to appreciate its tremendous impact upon the lives and the development of our young people and of the Nation.

Then, in the final analysis, the attitude of people at the local level is going to largely influence the TV industry, the comic-book industry, and the motion-picture industry.

We found that wherever, in any community, people banded together to say that pornographic literature and certain types of crime and

comics which upset an adult person, let alone a minor, are not going to be sold and we don't want them sold, eventually it gets so that you don't find any of them around.

So, public sentiment, as you have suggested, is apparently and ultimately the most effective answer to these crime books.

We certainly appreciate your excellent statement, Rabbi Silver.

Rabbi SILVER. Thank you, Senator; it is an honor to be here.

Chairman KEFAUVER. While you were testifying, a very old and good friend of mine with whom I served a long time and got to know most pleasantly in the House of Representatives as an able and effective Congressman, Sam Weiss, came in. Judge Weiss is here with Judge Montgomery. And we are going to hear you gentlemen later, but I wish in the meantime you would come up here and sit with us and give us judicial atmosphere. We welcome you here to ask questions or anything else.

Our next three witnesses will appear together, the Council of Churches of Christ, Allegheny County.

Dr. Lawrence C. Little, professor of religious education, University of Pittsburgh, and chairman, department of religious education, Council of Churches of Christ; Rev. Robert L. Kincheloe, associate director, Council of Churches of Christ; Miss Lois E. Zimmerman, director of religious education, Council of Churches of Christ.

**STATEMENT OF COUNCIL OF CHURCHES OF CHRIST, ALLEGHENY COUNTY: DR. LAWRENCE C. LITTLE, PROFESSOR OF RELIGIOUS EDUCATION, UNIVERSITY OF PITTSBURGH, AND CHAIRMAN OF RELIGIOUS EDUCATION, COUNCIL OF CHURCHES OF CHRIST; REV. ROBERT L. KINCHELOE, ASSOCIATE DIRECTOR, COUNCIL OF CHURCHES OF CHRIST; AND MISS LOIS E. ZIMMERMAN, DIRECTOR OF RELIGIOUS EDUCATION, COUNCIL OF CHURCHES OF CHRIST**

Chairman KEFAUVER. Dr. Lawrence, Reverend Kincheloe, Miss Zimmerman, will you all come around please?

Dr. Lawrence Little, as professor of religious education at the University of Pittsburgh, also the chairman of the department of religious education in the Council of Churches of Christ, will you lead off?

Dr. LITTLE. I will explain the role of religious education and how it can best reach the parent, especially for those families whose family's juvenile delinquents might be forthcoming.

I am advised that Reverend Kincheloe is the associate director of the department of religious education of the Churches of Christ and he will explain some of the work that is being done by the council. Miss Lois Zimmerman is the director of religious education of the Council of Churches of Christ.

Chairman KEFAUVER. Miss Zimmerman, and reverend clergy, we are glad to have you as witnesses and my staff tells me of the work that is being done through the Council of Churches of Christ.

We want you to tell us about it and give us your recommendations.

I believe, Dr. Little, you will be the principal spokesman, but we would like for the Reverend Kincheloe and Miss Zimmerman to have something to say.

Dr. LITTLE. Mr. Chairman, we deeply appreciate this opportunity to participate in this conference.

We appreciate very much the attitude of this committee. You have given every evidence of your appreciation of the contributions religious traditions can make and of the excellent work being done by religious organizations.

We are grateful for the chance to see our work in a wider perspective and to see more clearly what is the direct responsibility of religious groups in our total community effort.

May I say that we regret very much that the Reverend Owen Walton, the executive secretary of the council, could not present this report. He has given us much constructive leadership in interdenominational cooperation over the last 12 or 13 years. He is much more conversant with the activities going on through the council than any of us could be. We feel that his report would be more definitive than ours can be but he was unable to be present.

Chairman KEFAUVER. He was scheduled to appear and he had to leave town, but we know that you can give the report well for him.

Dr. LITTLE. We have prepared no formal statement, Mr. Chairman. I shall make a brief summary statement regarding the approach to this problem on the part of the churches, indicate some of the progress we are making in realizing our goals, and any particular information that you might need beyond that I think my colleagues can give perhaps better than I.

The Council of Churches and the nearly 1,000 Protestant and Orthodox churches, cooperating through that organization, approached their problem largely from the standpoint of their continuing responsibility. Our efforts toward the remedying of juvenile delinquency is a part of our effort to improve the total community life and to build for a stable family and community life continually.

We feel that the best preventive of juvenile delinquency is a stable family life, community in which young people may pool their efforts in the direction of community improvement and in this they can find security and significance and meaning to their lives, and that kind of community life that churches are trying to build all the time, but through such special efforts as American Family Week, particular youth emphasis from time to time, our contributions are enhanced, we feel, and we make a more direct contribution to the type of activity we are concerned about here.

May I call attention to some of the continuing activities of the churches that we feel are helpful at the point of our concern?

Most of the churches have continuing youth programs of recreation, of study, of worship, of participation in community life. Youth clubs are almost universal; these clubs providing some opportunity for out-of-school activities along constructive community lines. Many of the denominations and some individual churches are conducting summer camps in which direct emphasis is placed upon character development.

One thinks, for example, of the rather excellent summer camp program of the First Presbyterian Church of Pittsburgh. We carry on in Pittsburgh rather an outstanding program of weekday religious education in which the churches attempt to supplement the work of the public schools in character education and in moral ideals.

This program is related directly to the high schools of Pittsburgh. Young people who wish to do so, and on request of their parents, go directly to their churches on Wednesday morning for an hour of instruction in moral and spiritual values. This program is carried on with complete respect for legal restrictions and the principle of the separation of church and state is carried on, on an interfaith basis, under the direction of an interfaith council, and several hundred young people participate in that program.

Until quite recently, the emphasis was largely biblical, courses being provided in the Bible, church history, and related subjects, but recently an indigenous type of program which has been developed in which the problems the young people themselves face in morals, ethics, religion, become the content of the course of study so that they are able to talk over under religious leadership some of the problems that might, if unsolved, result in delinquent behavior.

Chairman KEFAUVER. You mean they discuss it among themselves?

Dr. LITTLE. Under the guidance of—

Chairman KEFAUVER. They themselves try to come up with an answer after relating their common experiences?

Dr. LITTLE. To their religious ideals.

Chairman KEFAUVER. Yes, sir.

Dr. LITTLE. One example of how some of our churches have dealt with the problems around an institution like "trick or treat" at Halloween, a number of our churches have organized their own young people to carry on the trick-or-treat idea around the accumulation of funds for some worthy cause. We have observed that in churches that carry on the program in that way the delinquency problem seems to be much less evident.

I might call attention to just a few of the special efforts of that kind that are being carried on by churches in this area. The Rankin Christian Center, for example, is a center developed under church guidance for young people in a neglected area. The program provides opportunity for recreation and study, and many testify that young people who participate in that program are greatly helped along the lines of our interest.

Some of our churches are providing for parties after high school, football games, for young people instead of being left on the street and trying to devise ways for their own amusement, go directly to churches and under the guidance of interested parents carry on very worthwhile recreational activities.

We might mention two churches that have taken as example, who have taken part in such leadership recently. The First Presbyterian Church of Clairton, and the Baldwin Community Methodist Church have both instituted programs of this type.

We feel also that young people who are to be helped at the point of predelinquent behavior ought to be given the opportunity to participate in constructive activities and activities of this kind are carried on in the juvenile detention home by the conduct of a Sunday school and by a study school and by a study and observance of great religious festivals.

Those are a few indications, Mr. Chairman, of the types of effort being put on by churches in the area, and I should like to say only two additional things.

Part of our continuing effort to provide a wholesome community life is evidenced by the type of organization in the council itself. This council is divided into a number of departments in which the best leadership, both clergy and lay, give continuing study to such problems as interchurch activities, race relations, and culture, public affairs, social service, religious education, and so on.

The department of religious education as one example of the wide and varied activities is divided into a number of commissions, being children's work, youth work, adult work, leadership education, and to take the youth commission, as an example, the youth commission, which is interracial, interdenominational, meets regularly to study the problems that confront young people in the community and they carry on a number of citywide, countrywide activities such as the Easter morning worship service, foreign students get-together, things of that kind where understandings can be enlarged and when their own commitment to community may be strengthened and enriched.

One of the factors I feel that has contributed to our favorable situation in Pittsburgh if, as you report, it is favorable as compared with some other centers, is the unusual degree of cooperation, of mutual understanding, of good will between the churches in the community and other constructive agencies.

We do have in Pittsburgh an increasing sense of citywide, countywide community responsibility and young people who breathe that atmosphere, who see their elders interested in providing better community life and in particular if they are given a chance to make a contribution that they themselves can make, we have a very important preventive, we feel, of juvenile delinquency.

That, Mr. Chairman, is only a brief review of certain selected examples of the activities carried on by the churches. We hope that you will ask particular questions if you wish to and I am sure my colleagues can give more detailed information than I could myself provide.

Chairman KEFAUVER. Thank you very much, Dr. Little.

How many Protestant churches are there in Pittsburgh and Allegheny County?

Dr. LITTLE. I don't know the exact number. Perhaps Mr. Kincheloe can tell us.

Reverend KINCHELOE. One thousand and eight.

Dr. LITTLE. One thousand and eight, he tells me.

Chairman KEFAUVER. This summer when I was in Moscow—Moscow is a city of, I believe,  $7\frac{1}{2}$  million—I asked how many churches there were and I was told that there were 15 churches of all denominations. I went around to some of these churches and they were in back streets, small, not well kept, largely attended by elderly people. They do everything possible to keep the kids away from church. They don't want their attention deviated from the Communist apparatus. I think this is one of the definite advantages for the future over the Soviet system, insofar as our young people are concerned.

Before the revolution, in 1917, when Moscow was a million and a half, they had some 700 churches.

In Stalingrad, a city of 600,000, there were only 3 churches and you have a hard time finding them. So that is one thing that we Americans, we of the West, of the free world, can be very, very proud of.

I would like to ask some of you what program you have for trying to get the kid who does not attend church or Sunday school or take

part in some religious activity. There is a difficult but very important part of this religious atmosphere and training. The kid who comes and goes regularly is usually not going to cause you much trouble. But the chap who is outside——

Dr. LITTLE. That suggests, Mr. Chairman, what may possibly be a weakness in the overall program of the church in the past. I think churches in general are pretty much, have generally thought of their responsibility in terms of their own membership, their own constituency, the people in their own immediate community. But I think that experiences like you symbolize, that is, national reference to such a complex problem as juvenile delinquency, is bringing about a new understanding on the part of the churches of their responsibility for the entire community and for unreached, unchurched people in the community.

I can mention only two instances specifically here that would indicate the kind of efforts we are making, putting forward, such as the weekday religious education program which, of course, does reach some young people, not directly associated with individual churches in the community. But this program of providing recreational centers for young people in the community by churches scattered widely over the county make the opportunity available for any one in the community who wishes to participate. That extends the influence of the groups directly controlled and influenced by the churches, those two I think of at once, but I would have to admit that in my judgment the churches have not taken as seriously as they should their responsibility for constructive programs and for, increasing cooperation with all worthy agencies in the community.

It is our task to build a worthy community life including, of course, the more integrated family emphasis upon religion in the community.

Chairman KEFAUVER. Perhaps I can ask Dr. Kincheloe if some program as getting a kid who is in Sunday school to bring someone with whom he may go to school but doesn't go to Sunday school or church at all, try to get him there and let the boys and girls themselves try to bring in others. Have you tried that system? What do you think of it?

Reverend KINCHELOE. I think, Senator, that Miss Zimmerman, who is director of the department of Christian education, would be in a much better position to answer that because we have had such programs as that.

Chairman KEFAUVER. Miss Zimmerman, we would like to hear from you.

Miss ZIMMERMAN. Just a short time ago, probably 4 years ago, we had a campaign—we called it a campaign—called Win One a Week in which we gave intensive effort to increasing the attendance and enrollment in the church schools. We did that for practically a year but I might say that it is a continuing affair because every church school realizes that there are many boys and girls in the community that should be in the local church and so it is just a job that goes on and on.

Sometimes they resort to contests or things like that, but I think every church school that takes its business seriously is looking for the young person who is not yet within the church and Sunday school class or some of their activities.

There are many churches that have programs that are wide open to boys and girls in the community regardless of their faith but who are not there in other activities.

The Sixth Presbyterian Church has a program where every evening but one you can come in for relaxation and fun.

Chairman KEFAUVER. Thank you very much, Miss Zimmerman. We are certainly grateful to you, gentlemen, for telling us about your program, your recommendations.

Reverend Kincheloe, you had something you were going to add?

Reverend KINCHELOE. I just wanted to add one word, Senator, to the words of the others, that going at it in another direction, not directly at the kids, but at their parents, many, many churches across this Nation and in this county as well are setting up courses for young parents in how to understand their children, how to understand their development, to help them in both love and discipline.

I heard the story the other day, speaking of the philosophy that has been cast around this morning by our predecessors here on the program, the traffic officer was giving a ticket, and was giving a very generous and interesting lecture to a motorist who had broken the traffic law, and the motorist thought to himself, this is swell, he is really a very understanding officer, and I think I am going to come out of this very well.

The officer was polite; he was courteous; he was firm, he was very instructive as to telling this fellow how he should drive in the future, and the man was breathing a very deep sigh of relief thinking that this was it.

Then the officer took out his ticket book and made him out a ticket.

The illustration pointing out that in the family, the very crucial balance between love and discipline is one which many parents can give love—of course, there are many homes in which love is not even given—but in those homes where love is given, many parents are failing to give the ticket and don't follow through on the very difficult angle of discipline and of correction no matter whether it be physical punishment or whatever type of discipline it happens to be.

Chairman KEFAUVER. I think yours is a very good illustration.

Reverend KINCHELOE. That, I think, is a very basic trouble with our country today, that a lot of parents have been overcome with the notion that love Johnny enough and let him do what he wants to do and get away with it and somehow they fail to impress them with the "ticket" side of life.

We also are working, Senator, in the morals court. It is a rather unique instrument in this community. We have two counselors, semi-social workers, who give advice and the council refers people, parents, who come into the court for moral offenses of one sort or another and indirectly bring them into relationship with the whole family—I think that factor is very helpful.

Chairman KEFAUVER. Mr. Chumbris?

Mr. CHUMBRIS. Gentlemen and Miss Zimmerman, in Washington, D. C., one of the precincts, which was considered probably the most delinquent both as to children and the adults, one where there was immorality and many of the other factors that lead to delinquency, had reached such a point that the businessmen and the religious leaders in that precinct decided to do something about it.

So they started knocking on every door and within 6 months by that systematic program of trying to really do something about it

and going to the very source, delinquency dropped 50 percent within a 6 months period.

So your decision about doing something and doing it by going to the people can be very, very effective if carried out and carried on day by day rather than perhaps once every 3 months and so forth.

Dr. LITTLE. That is a very helpful illustration and we are glad to have that suggestion.

Chairman KEFAUVER. Congressman Fulton?

Mr. FULTON. In Pittsburgh, actually, and in Allegheny County, we have more churches of every denomination and more members and more progress in religion than we ever had, don't we? That goes for both children and adults, so there is a good job being done, wouldn't you say?

Dr. LITTLE. We think so, yes.

Mr. FULTON. Then, as to the children who are juvenile offenders, when you look at the number of them, the tremendous majority of them are only one-time offenders. There are very few repeaters in there, is that not so?

Dr. LITTLE. That's right.

Mr. FULTON. So it is the one who gets off side the one time that the greatest effort is being made for and that you are making a great success of it, is that not right?

Dr. LITTLE. We make a special effort to get the first offenders in morals court and surround him with helpful guidance and companionship of the right sort.

Mr. FULTON. I think the churches are to be congratulated on that particular service that they are giving in this county.

Chairman KEFAUVER. Well, I am glad to hear you gentlemen express your justified pride in the church effort and civic pride, but I am sure all of you would agree that there is a great deal more that can be done.

The churches need better backing, more cooperation, more support than they get even though you are doing very well. You would agree to that, too?

Dr. LITTLE. Thank you, Senator, we do agree very much.

Chairman KEFAUVER. My grandfather used to be a Baptist minister and he wasn't averse to any increase in the pounding or the pay that came his way.

Dr. LITTLE. I think that those would be very acceptable.

Chairman KEFAUVER. Thank you very much.

This is our usual time for lunch, but I understand that Judge Weiss and Judge Montgomery have cases at 1 o'clock and that is the situation. If it is not convenient for you to come back this afternoon, we will hear from you now.

Do you want to testify together?

Judge WEISS. We can.

#### STATEMENT OF HON. SAMUEL A. WEISS, JUDGE, COURT OF COMMON PLEAS, ALLEGHENY COUNTY, PA.

Judge WEISS. Neither one of us will be long and may I say I deem it a privilege—you notice I brought along part of my legislative old back briefs because I always feel the congressional fever whenever a committee comes to town.

Chairman KEFAUVER. Judge Weiss, I would like to take a lot of time in talking about our old times together and the fact that we were good friends and I was always an admirer of yours in the House of Representatives and that you have many, many good friends there; that we used to both play football and you used to referee at a lot of the University of Tennessee games.

But you go on now if you are in a hurry.

Judge WEISS. Thank you, sir.

It is a privilege to appear before this Senate committee appearing in Pittsburgh and especially to renew my acquaintance and fellowship with my former distinguished colleague in the House, Hon. Estes Kefauver, for whom I have the utmost respect and whose friendship I cherish, and now the senior Senator from the great State of Tennessee.

And may I say, too, that I am happy to see on the bench there one of the outstanding young Congressman in the country. While of the opposite political persuasion than mine, no one has a greater love or regard than I for Congressman Fulton.

I want to say that in my 10 years experience as a jurist on the bench in this busy industrial, metropolitan county, the greatest failure of our American society and one of its greatest dangers is to be found in the frightening and horrifying proportion of all crimes in this country committed by young men and women, actually boys and girls, and often, yes, too often, mere children.

I am present chairman of our judicial criminal court committee of this country—over 2 million people—and was the president judge in our criminal court beginning September 1954 and ending June 20, 1955.

To give your committee concrete statistics of this ever-growing danger, I submit the following: Of 3,000 arrests during this period, over one-fifth, or 700 of these arrests involved persons under 21 years of age.

Yet more tragic in these statistics, 400 were 17 years of age or under.

Now, boys under 21 committed 40 percent of the offenses coming within the assorted category of criminal rape, indecent assault, and armed robbery. Almost 50 percent or one-half of those involved in automobile theft, larceny of automobile, were boys too young to vote.

The startling analysis of these statistics is that the youngsters involved lived on both sides of the tracks and many of the youngsters involved came from good homes involving families of comfortable means, and in many of the cases that came before our courts these youngsters were "shielded or coddled" by their parents.

These statistics do not include hundreds of arrests made by police for hoodlumism and vandalism that find their way into our juvenile court or discharged by local authorities in many instances.

The disturbing factor that puzzles me is that the age of the American criminal grows younger each year, clearly and unmistakably evident to this court during the past 10 years.

Like a voice in the wilderness, only one American, J. Edgar Hoover, warned this Nation of this danger. When I was a member of Congress in 1943—12 years ago—J. Edgar Hoover warned the Nation of the grave and increasing danger of juvenile delinquency and told

Americans to take remedial steps, most of which had to do with the home, the school, and the church.

Following 12 years later and with 10 years' experience as a jurist, I heartily concur in Mr. Hoover's utterance 12 years ago. I have been in communication with the FBI Director and intend to submit to him a digest of my 10 years' experience in the criminal court of this jurisdiction.

The real tragic cost of this devastating total of juvenile crime is not to be figured in the cold terms of the lives lost or property stolen or damaged or the disruption of public order; but in the utter demoralization and disintegration of the moral and spiritual values of American youth itself.

Crime increase year by year and its national danger as so clearly established by the original Kefauver Crime Committee is not a local but a national problem, undermining the whole character of our people, and that a shocking proportion of these destructive enterprises—as much as half in many categories—is the work of juveniles and adolescents who have not attained the age of responsibility, is staggering.

I have been associated with many athletic organizations and youth groups throughout my life and owe the beginning of my political career to athletics. I am the chairman of the board of the McKeesport Boys' Club and address hundreds of youth and Scout groups throughout the country annually and from my rich experience with boys I must confess "there is no such thing as a bad boy," but the alarming number of bad things done by so many boys and girls each year in the United States, while not refuting the above philosophy about "bad boys," indicates there is something terribly bad and wrong with our American society.

Certainly "somebody" is responsible for this festering malignancy of juvenile crime in the United States, and if it isn't the offending boys and girls themselves that can be held accountable, it must be our society itself—the fathers, mothers, the schools, and churches.

When a respected parent came before my court pleading for his wayward son and admitted that his son's criminal and wayward tendency was due to his neglect and lack of parental love, care, and supervision, this established in my mind a real source of our present evil, that of "adult delinquency."

What suggestions can I humbly offer to your honorable committee who are far more experienced and able to solve this problem on a national level, but I would suggest:

1. Parents must assume the basic responsibility of teaching children to be good citizens. They know the child best; his interests, desires, and weaknesses. They must see that he learns to obey the law, respects his parents, elders, teachers, preachers, and behaves as a good citizen. This means the home will be the center of all family life, really abandoned in the past decade. Parents must be pals and not strangers to their youngsters.

2. Community agencies must assume their responsibility in providing adequate facilities for recreational outlets for all youngsters. A busy youngster has no time for devilish vandalism that leads to criminal involvement.

3. Spiritual impact. Parents must insist that youngsters go to church, for crime seeds do not breed within a strong spiritual and moral fabric in our community.

#### CONCLUSION

We adults know how hard it is for many of us to avoid obesity, to cut out that extra cocktail, to walk the straight and narrow. But we expect our children to do what we will not do and say we cannot do.

It is true that murder cannot be condoned and that boys and girls who join gangs and commit crimes must be punished, but the punishment should start when they begin showing that they are "fresh" and "sharp," as so many are. It should begin at home. Observance of the ordinary courtesies, the eternal proprieties must be enforced.

We need to restore the word "respect" to our language; respect for parents, respect for teachers, respect for elders. Inevitably there must be moral training or we shall continue to have juvenile delinquents even in good families.

Your committee can perform a great service to the Nation in your recommendations to the United States Congress to curb this national evil, for we are all in agreement that the wealth and future of this Nation lies in the character of our youth. Today's youth, tomorrow's leaders.

My profound thanks for this opportunity to present a humble judge's views to this distinguished committee.

I want you now to hear from one of the ablest jurists on my bench, my distinguished colleague who has a large family of boys and girls, too, and who has some knowledge of youth in his community.

Chairman KEFAUVER. We certainly thank you, Sam. You have prepared a mighty good statement and have given us good counsel and it is based upon lots of valuable experience not only in the judicial field but in athletics and community participation.

It is sure good to have you before our committee.

Judge WEISS. Delighted.

If you will thank the judge, too, and give him my best regards, I will appreciate it.

Chairman KEFAUVER. Judge Harry Montgomery, your associate, as Sam says, a judge of the court of common pleas.

#### STATEMENT OF HON. HARRY MONTGOMERY, JUDGE, COURT OF COMMON PLEAS, PITTSBURGH, PA.

Chairman KEFAUVER. You said you had a big family. Just how big a family do you have?

Judge MONTGOMERY. Three boys and two girls. That is considered large today, I think, in most parts of the country.

Chairman KEFAUVER. One larger than mine. I wish I had a much larger one.

Judge MONTGOMERY. Let me say in joining with Judge Weiss in expressing our thanks for the invitation to appear here today that I have not prepared a statement but I would like to repeat three things that I have repeatedly stated publicly.

Judge Weiss and I sit in criminal court a great part of our time and witness the lack of concern and respect of young people for the rights

of others, and also the braggadocio with which they describe their misdeeds.

Usually, those young people are above the age of 18 because our juvenile court handles the cases of those under 18.

However, I have had the misfortune to preside at 2 murder cases in which two 16-year olds were involved. One shot a friend to death. The other kicked a stranger to death. Our experiences have led us to try to place the blame and to offer suggestions. That is impossible, of course, to accomplish fully, but I have come to the conclusion that the parents must be held responsible and that this subject must be approached from the family viewpoint.

Consequently, I offer the controversial idea that the parents should be notified by a curfew of some sort to get the youngsters off the street before a certain hour at night. The mayor disagrees with me because of the enforcement problem but I think that there should be something brought home to the parents to emphasize to them that it is their duty to get young children off the street before a late hour particularly in big cities.

Secondly, I suggested something that raised a controversy between the Federal Government and the State government in order to aid the parents and that was the reestablishment of something like the CCC camps before the war to take in youngsters who refuse to go to school, who were too young for the Army and who were not helpful about the house.

Lastly, I cannot but place part of the responsibility upon the teenager himself or herself. They may say that their home training is not the best, but at the same time they do have the benefit of good schools, good churches, youth organizations and they must be held accountable to some extent. Consequently, Judge Schramm and I have gotten into a controversy because he insists that the juvenile court jurisdiction should be 18 where it is now and I think it should be returned to 16 where it was a number of years ago with authority on the part of the criminal courts to certify truly juvenile cases to the juvenile court and to handle all others instead of the situation as it is today where he has the right to certify to criminal court those vicious cases of 16- and 17-year oldsters that confront him.

So those are the statements I have made not as solutions but as suggestions to this very serious problem.

Thank you for the privilege of expressing them again.

Chairman KEFAUVER. Thank you very much, Judge Montgomery. I think your considerations deserve much thought and they have much merit and they will be given the attention of this committee.

You might be interested in knowing that one of the pieces of legislation that we have proposed is a cooperative effort between State and Federal Governments for the purpose of establishing what we call forestry camps with a varied program for the very type of kid you are talking about here.

California has had very wonderful experience in the rehabilitation of youth with their camps. We hope to get something done about it.

Judge MONTGOMERY. That would be very helpful, I am sure.

Chairman KEFAUVER. Congressman Fulton?

Mr. FULTON. I want to thank the judge.

Did you ever think of possibly the criminal court having jurisdiction under the age of 18, as you suggest, only on second offenders rather than first offenders?

Judge MONTGOMERY. That is a modification that might be helpful, Congressman.

At the present time, of course, we take all capital cases or murder cases regardless of age. That is the only one we have exclusively under 18, but your suggestion has merit, yes, sir.

Chairman KEFAUVER. If you get out of court this afternoon in time we will be glad for you to come back and sit with us this afternoon.

We will stand in recess until 2.

(Whereupon, at 12:30 p. m., the subcommittee recessed to reconvene at 2 p. m. of the same day.)

#### AFTERNOON SESSION

Chairman KEFAUVER. First, please allow me to apologize to all of you here and to the press and to the witnesses for being late in resuming this hearing but some calls came in that I could not delay.

Dr. William Revelli, the bandmaster of the University of Michigan, is here and because he has to catch a plane to get back shortly, I am going to call him at this time.

It is good to see you, Doctor.

Dr. REVELLI. Thank you, sir.

#### STATEMENT OF DR. WILLIAM D. REVELLI, BANDMASTER, UNIVERSITY OF MICHIGAN, ANN ARBOR, MICH.

Chairman KEFAUVER. Before having Dr. Revelli testify, our associate counsel, Mr. Chumbris, received a telegram which says:

Pleased to have Dr. William D. Revelli appear before committee Wednesday as requested by Senator Kefauver.

Signed by the president, Mr. Harlan Hatcher, of the University of Michigan.

Dr. Revelli, I have known about you for some time, but I was particularly impressed by the report that Senator Langer, of North Dakota, brought us with reference to your being in the State of North Dakota when all of the high school and grammar school bands of the State appeared at Fargo early this year, I believe.

Dr. Revelli was there at that time and so were some thousands and thousands of young people. There was some particular attention paid at that time as to how many of these kids in the band had ever gotten into trouble and it is an amazing story of how the interest of young people in high-school and grammar-school bands affects the behavior and conduct of young people.

Dr. Revelli, you are bandmaster at the University of Michigan; is that correct?

Dr. REVELLI. That's correct, sir.

Chairman KEFAUVER. You conducted concerts of large groups of high-school bands in various parts of the country?

Dr. REVELLI. Just about in every State.

Chairman KEFAUVER. In almost every State. Here is a picture, I don't want to ask you questions which may interrupt your testimony, but here is a picture of Band Day, 1955. There were 181 high-

school bands in the University of Michigan marching band, on the field at half time on October 15 when the seventh annual band day was held. And all 11,500 children took part; is that correct?

Dr. REVILLI. That's correct, sir.

Chairman KEFAUVER. Will you tell us about it in your own way? We certainly appreciate your being here with us.

Dr. REVILLI. Thank you.

Mr. Chairman, before I begin my remarks in behalf of the University of Michigan and Dr. Hatcher and my dean, Earl D. Moore, I would like to express our appreciation to you and your committee for the invitation to appear here in connection with this important problem.

I might, before I begin talking about the influence of music in the development of our students, I would like to tell your committee and our ladies and gentlemen present about this Band Day.

We began Band Day several years ago with 16 bands. It has increased until this final year, the last year, we had 181 bands and 11,500 students participating in this Band Day. It is not only a very glorious sight, but a very thrilling experience and this is happening all over America.

I go from one section of the country to another, conducting these festival bands. It is through this association and contact with the youth of America that I am convinced more than ever that music can play a very important influence in the development of the youth of our Nation.

I come before you as professional musician, conductor, teacher, and educator to say something about the place of music as it is related to the development of the mind, character, morals, and habits of the youth of our Nation and to say something of the place of music in our modern way of life.

To treat this broad subject adequately in such a limited space of time is not possible. Therefore, I will attempt to cover only a few aspects.

I might say, incidentally, that every little hamlet has its school band. For your information, there are over 1,500,000 young Americans playing in instrumental organizations in our schools.

That we have a social issue of the first magnitude in the growth of the volume of free time for the masses of our people, nobody would deny. The present situation and the direction in which it is rapidly developing is an answer to the age-old struggle for freedom; it is the result of educational efficiency through the years of efforts of administrators and workers, and it represents the perfection of the automatic machine age.

Let us remind ourselves that in 1800 the common daily working period was between 14 and 16 hours. In 1840, the average working time was 13 hours per day. In 1881 the movement for the 8-hour day began and gradually made headway and until of late years it was more or less considered the proper working schedule.

A few years ago, agitation for the 5-day week became a reality, and as we are all aware there is presently much discussion of the economic necessity for establishment of the 30-hour working week. Beyond this we have the predictions about the probable resultant 4-day work week.

It is clear that in this modern situation there is a genuine social problem involved. First, because of the extent of free time vouchsafed

to so large a portion of our population; second, because a sense of time is the very measure of man; third, because on the one hand misuse of this gift can destroy health and happiness, reduce the power of efficient living, break character and degrade life, while on the other hand wise use of such leisure time can build glowing health, enhance happiness, increase efficiency, elevate character, enrich, and glorify life.

Depending on the use made of it, leisure can stifle talents or give them room and air for blossoming. It can stunt skills or rear them into accelerating satisfaction, or release them for more and more wonderful achievement. It can becloud the horizons of the spirit or extend them into other worlds. "Tell me how a people uses its leisure and I will tell you the quality of its civilization" said a philosopher, and how eternally true is his assertion.

Leisure is simply the act of living time; leisure is choosing time and in view of the fact that today there are immensely more calls upon us all coming from our hectic environment, is it not of the utmost importance that we educate effectively each oncoming generation in the art of choosing of leisure time?

Can we not safely say that choice depends upon the result of the inner action of inner and outer stimuli, and that if the inner stimuli are prompted by strong, high-quality tastes and interests build up through the process of education, they will win out? Have we not here the secret of real education for leisure? Is not the very essence of it to somehow get young people to want more and more of a good thing, to inculcate circulatorily through school years a passion of the desire for growth everlasting?

In respect to music as a life interest, and I have in mind the more than 50 million children who go through our schools annually, it is our duty and responsibility to see that each and every one shall be saturated with music, and that they shall experience music throughout all of their school years in such a joyous, satisfying degree as to simply make it impossible for them to shake off their love for it.

It is my firm conviction that if teachers would get a gripping realization of the significance of leisure it would make a great difference in their teaching. It would give them the long view ahead. For them, the educational vista would change. There would be a new and more vital sense of direction.

From the dawn of the first great culture of Egypt, Crete, and Mesopotamia, every high civilization has loved beauty, has driven toward its creation.

Centuries ago, in the early days of Greek education, music occupied first place in the curriculum because even then emphasis was placed upon the ideal of beauty and esthetic expression.

Music at its best is a thing of beauty. In this new day we must all realize the satisfaction beauty contributes to the lives of all people. People do not turn away from things that are beautiful but rather love to linger in beautiful places, step into beautiful homes, gaze at a beautiful landscape, admire a beautiful painting, and listen to the beauty of poetry and music.

Beauty has a refining influence upon the social contentment as well as the social unrest of every nation. In all countries, and among all peoples, social contentment is prevalent where people find beauty and joy in the work which they do and in the environment in which they live.

People must have contact with beauty if they are to live happily. In school as in no other place, and in music as in no other subject, we can provide wide opportunities to children and to young people for contact with the beautiful through the enjoyment in an appreciation of good music. Music teachers can render the greatest service by bringing more beauty into the environment of the schoolchild in making it a more intimate and constant part of his or her educational and emotional life.

Not only in the school, but in the home as well, may the child be helped or hindered or on his road to a love for and an appreciation of the beautiful. There are in the home countless opportunities for filling the recreational and leisure hours of children. It is the privilege of parents to take from or give to their children the foundations which are so valuable to both parent and family.

Music means so much in the lives of all people that it is an absolute necessity in our schools. There has never been a time in the history of our Nation that so many people were so closely within the grasp of the influence of music. Television, radio, records, FM, Hi Fi, school, college, community bands, orchestras, choral organizations—what weapons we have at our disposal to combat the vicious and corrupt enemies of the well-organized and properly developed society.

A taste for good music can be accomplished for the individual only as early training and teaching seek to establish good taste and a preference for the best. Only if the school assumes leadership and responsibility for offering pleasurable and worthwhile experiences can we effectively combat our present wave of juvenile delinquency.

This generation must have an ideal on which to fix its gaze and there is no ideal which is more worthy in the cultivation of the arts than beauty, and no greater beauty is to be found than in the art of music.

In America there are many opportunities for our youth to participate in various musical activities: The grade-school band, orchestra, and choir and then the junior, senior, and college organizations. Practically every community has its school and community band which is contributing so much toward the development of its citizens.

Among the objectives which have been achieved by these thousands of bands are:

The development of well-integrated, clear-thinking American citizens.

The recognition and development of proper sense of values. Through active participation in rehearsals, concerts, and various forms of public performances, the young bandsmen are taught to become aware of the necessity for proper work habits and self-discipline.

These are the reasons that I believe that music can contribute and make a real contribution to our program here in the youth of our country, to keep them off the streets, to keep them doing worthwhile things. These are the attempts that we make. I do not consider myself actually a teacher of music. I think myself as being a teacher of people and through music teach these people and reach them in areas that are completely foreign to music but which have a great deal to do in the development of their way of life.

The development of a well-integrated, clear-thinking American citizen has nothing to do with music, but it has a great deal to do with with what happens to this young musician.

The matter of self-discipline is quite evident when we realize the young bandsman must possess enough temperament to play with feeling and intensity, yet he must have that emotional quality under strict control using it only as directed by his leader. He must be enough of an individual to get the most from his self, yet a team worker in the best sense when playing with his fellow bandsmen. He must be relaxed and utterly at ease, yet alert and with every faculty directed at the music score before him. He develops in alertness, quickness, thoroughness, accuracy, and the ability to comprehend, grasp, and act promptly.

He enlarges his capacity for friendship, cooperation, concentration, loyalty, perseverance, patience, and service to his school and community.

He grows greater in poise, self-confidence, and punctuality. He learns to care for his possessions—his instrument and uniform. He is neat and orderly. He learns to take criticism before his fellows like an intelligent human being. He is prompt and faithful at all rehearsals and engagements knowing that his progress and that of his band is deterred when there is not full attendance.

He is a good sportsman and learns to work compatibly with his fellow students knowing that he is living and working in a little replica of the universe where he can learn much about human nature and how to get along with others.

Now, this matter of discipline, my definition of discipline is a little bit foreign to what we may think. Some people may think discipline is something you are forced to do. You discipline people not to drive rapidly because if they do they will be fined. My definition of discipline is the process by which people are educated to do that which they should do because that is what they want to do. We don't penalize them for not doing it. We try to teach that it is wrong to do it, first and I think that comes as the proper discipline.

The musician doesn't get a second strike. If he misses a note, it is gone. He can't apologize to the public for it. It is one of the most exacting, one of the most demanding of the arts.

For instance, in sports, if you miss the pass and it is first down, you get another chance. In basketball if you miss the basket you get another chance. Our young school musician gets it once in public performance. That is why I think that the development of this discipline is so important.

He develops in self-confidence by improving his playing so that he is entitled to feel a greater pride in himself. He learns to do the right thing at the right time, which is one of the secrets of successful living. He guards against smugness, even if the star soloist be the particular bandsman considered, because he realizes that without the support of his fellow bandsmen he would be lost.

In short, he has launched himself in an enterprise which demands merely all the desirable traits a person can possess.

To learn to live better, how to get along better with you fellowmen, how to get the most from others through mutual cooperation and understanding and by giving your best as a starting point—if you should wish our youth to develop all these habits and many more, there is one effective and pleasant description: Have them join their school bands.

Statistics indicate that there is a definite adverse relationship between the prevalence of crime and the prevalence of music in the

community. Thus, of two cities of the same size and same general character, the one where music is available to all and where there are many amateur and professional musicians will show a far lower crime incidence than the other where these musical advantages are lacking.

Someday in the very near future I should like to see a survey made of juvenile delinquency as it relates to members from school bands. I am confident that our young bandsman would not be among those who are included in that vast army of present-day delinquents.

Put a boy in a band uniform and his spine straightens out, his shoulders snap back, and he ceases to slouch. His carriage, which means so much to him in life, and his health are vastly improved. He realizes too that he belongs to a respected organization. He feels that he "is somebody" and the manner in which he performs not only as a member of the band, but as an individual as well will have its affect on both himself and his organization.

The beautiful ideals of music come to mean much to him, and he works to support and understand them. He has little time to think of the dangerous, slothful, and antisocial things which so often have deep influence on boys of this very important, impressionable and critical age.

Boys will be boys, of course, but in my entire experience of 32 years as a conductor and teacher, working with thousands and thousands of boys and girls, the number who could be considered delinquent could be counted on the fingers of my one hand.

It does not take much imagination to visualize from the accomplishments of our bands the type of thing that is to prevail in the America of tomorrow. We can look into the future and see businessmen sponsoring and fostering musical organization among their employees. Today, businessmen in all of industry have opened their eyes as to social benefits to be derived from wholesome happy homes and lives, and improvement of business itself as a result.

It is just good sense to invest in trombones or trumpets rather than in prison bars for misguided youth. For it is in the band that the true group spirit is fostered. There are no animosities or preferences. Band conductors as a whole are imbued with the idea of making a good citizen of the pupil as well as a good musician, and traits of character and good living are engendered in every way.

Attitudes of mind, manner, and general behavior are not neglected. The advantages of musical training contribute greatly to the social activity, the discipline, the general daily living habits of youth. The character traits nurtured and brought forth through every musical participation have been of great value to hundreds of thousands of present-day American citizens. In a band there is a unity of spirit, a development of the cooperative impulse. It is a kind of activity in education in which boys and girls not only learn to compete with their fellow members but how to do so fairly and honestly, and this attribute is one which our boys and girls carry into later life and which enables them to get along with others in the world that seems to be growing more complex day by day.

For example, in many of our high-school bands each bandsman signs the following pledge and learns it by heart:

I, the undersigned member of the ——— band, do hereby pledge myself to abstain from the use of profane language and all habits that do not make the best of manhood.

I pledge myself to keep my body physically, morally, and spiritually clean, to forgive those who hurt me, to help and protect the weak, the young and old, to love my parents, my home, my neighbors, and my country, and to be loyal to all of these.

I pledge myself to be honest in all my dealings and in all I think, always telling the truth without fear.

I further pledge myself to work for better grades in my school, to attend church regularly, to be polite and courteous at all times, and to strive for harmony, not only in my playing, but also in my organizations by good behavior and deportment.

All this I sincerely pledge, realizing that I must build my character by training myself in good habits, thus becoming a better citizen.

This has nothing to do with teaching music. And there isn't a statement in there except one that he should try to work harmoniously with people as well as his band. But this is the development of a human being through music.

Through a wide experience of 30 years of teaching, thousands of parents have told me that bands have had a great and good effect upon their sons and daughters individually. Band participation aids in the development of their personalities and improves them by way of general discipline.

Today the world as a whole needs more joy, more happiness, more neighborly understanding, and music brings that into the lives of their youth and their parents.

Often when the school band marches on parade down the street or gridiron, I look into the eyes of the parents of those young Americans and I can fairly hear them say, "There goes our boy. Isn't he a son to be proud of? Isn't he safe while he is doing that? Isn't he happy? As happy as we are today."

These are the things I think myself contributed to our youth.

Thank you, sir.

Chairman KEFAUVER. Dr. Revelli, we are grateful to you for your statement and I think it is going to be very valuable to schools all over the country and the others who are interested in giving children an opportunity through music and through bands of not only having something worthwhile to spend their spare time on but through organization of developing more orderly and better lives.

I was interested in what you had to say that you have been a band leader for more than 32 years and you trained a lot of kids and you can count on the fingers of your 1 hand those who turned out bad.

Dr. REVELLI. That is true, sir.

Chairman KEFAUVER. In North Dakota, how many did you have that day?

Dr. REVELLI. There were 3,000 at that time. I might say we did this performance without a rehearsal and the preparation of these young people was astounding. The enthusiasm—

Chairman KEFAUVER. How many bands did you have together in North Dakota?

Dr. REVELLI. 68 bands.

Chairman KEFAUVER. Senator Langer told me that you or someone conducted a survey among those 3,000 kids and found that there wasn't a single one in the whole bunch who had gotten in trouble with the law.

Dr. REVELLI. That is correct. I have done that in various States and I have yet, except on these occasions as I mentioned those few, have found anyone where the children were delinquent. When I

read about these experiences that we are reading about where our youth in the cities, these gang wars and all this sort of thing, I often would like to ask those youngsters if they have ever been engaged in the study of a musical instrument. I don't mean to insinuate or even attempt to say that the music in itself, without other guidance, would have student refrain from being delinquent, but I think music itself in its rightful place along with these wonderful sessions we had this morning on the contribution that religion makes into the lives, of course I always think of music as being effective when it does have something to do with the moral character of the student.

Chairman KEFAUVER. What is the percentage of the high schools in the United States which have bands, do you know?

Dr. REVELLI. I don't know what percentage, Senator Kefauver, but I do know that it would be—I am quite certain that if I said 99 percent, I wouldn't be more than 1 percent off. Almost every hamlet, every city, every high school, every grade school, every junior high, has a school band. The problem is that in a high school of 5,000, the high school band may be 100 or 150 which means that you see you are missing 99 percent of the enrollment of that high school. There is where the problem comes.

Chairman KEFAUVER. But I think you have your percentage too high because I know in my own State a lot of small high schools do not have bands and I have always thought that some good philanthropist or some man who had money who wanted to do something for children, youth opportunity, putting up the money for high school or elementary school bands would be one of the finest things I know of that they could do.

Don't you think so?

Dr. REVELLI. I am sure that that is true. Yes, sir. I believe industry will do that. There is more interest in that, I believe, today, than there ever was in the past.

Chairman KEFAUVER. Have you had some experience with the Defense Department or the General Services Administration, whatever that may be, in trying to get surplus equipment and instruments for high school bands?

Dr. REVELLI. I have not, but some of my colleagues who were high school leaders have.

Chairman KEFAUVER. They do put out some, but I think it is awfully hard to get.

Dr. REVELLI. It is very difficult to get and there isn't naturally, enough of it by any means of course to go around.

Chairman KEFAUVER. I think that is one thing if possible that we will see what we can do—such equipment as there is, and there is lots of it, if we can't work out some program to make it more readily available to schools around the country that need the equipment for the establishment or enlargement of bands.

Dr. REVELLI. That would be a very worthwhile program.

Chairman KEFAUVER. Mr. Bobo, do you have any questions?

Mr. BOBO. No questions.

Chairman KEFAUVER. Mr. Chumbris.

Mr. CHUMBRIS. No questions.

Chairman KEFAUVER. Your contribution is very substantial and we are grateful to you. You tell Dr. Hatcher we appreciate your coming down.

Dr. REVELL. Thank you very much.

Chairman KEFAUVER. I found a few months ago a friend from Los Angeles, Ralph Sanders, who was practicing law, and I asked him to come up and visit with us a while.

Our next witness is Dr. Earl Dimmick, the superintendent of the schools of Pittsburgh.

**STATEMENT OF DR. EARL DIMMICK, SUPERINTENDENT OF SCHOOLS, PITTSBURGH, PA.**

Chairman KEFAUVER. Dr. Dimmick, you are and you have been the Superintendent of Schools of the City of Pittsburgh for some length of time?

Dr. DIMMICK. That is correct.

Chairman KEFAUVER. How long have you been superintendent?

Dr. DIMMICK. I have been superintendent since September 1, 1945.

Chairman KEFAUVER. How many schools do you have in the city of Pittsburgh?

Dr. DIMMICK. There are 120 schools in the city of Pittsburgh.

Chairman KEFAUVER. Does that include high schools?

Dr. DIMMICK. That includes 28 junior and senior and vocational high schools and 92 elementary schools.

Chairman KEFAUVER. I have understood that the city of Pittsburgh has increased facilities and done very well by way of education, but do you have all the schools and buildings and money you need?

Dr. DIMMICK. Senator, we are always ready to admit that we can do a better job with more and better facilities and with more money.

Chairman KEFAUVER. Well, I thought I would give you a chance to make a plug for it here if you wanted to, Dr. Dimmick.

Dr. DIMMICK. Thank you very much.

Chairman KEFAUVER. Dr. Dimmick, you have a statement to tell us what the schools are doing, the type of program, the training of teachers in connection with handling children to prevent juvenile delinquency and other matters, and you have given us a number of pamphlets which will be made exhibits to your testimony here.

So you proceed in your own way, sir.

Dr. DIMMICK. Senator, I do not have a prepared statement.

However, I wish to comment on the materials which I have placed in your hands and give you a background for them.

We do have a good public-school system in the city of Pittsburgh. We are not without problems and our problems and our program are related to the problem under discussion today.

Since we are a public agency, we wish to accept our full responsibility in relation to that problem. The public school exists primarily for the purpose of providing for the intellectual development of the children of the community. That is a traditional objective and a traditional function of any public-school system.

However, with the increase in the complexity of society we know that there are many responsibilities which the public school must share with the community.

For that reason, for many years, we as a public-school system in the city of Pittsburgh have worked with many agencies in the community in an effort to provide developmental programs and in an effort to solve

some of the problems, particularly those that involve children of the community.

Our teachers play prominent parts in working with social agencies. We have membership on the mayor's Civic Unity Council. Our teachers are members of boards of directors. We provide personnel for programing.

In addition to that, we have taken the leadership in the development of some of these activities.

For example, in the field of intergroup relations, we have an administrative committee which is made up of representatives of the superintendent's staff and people from the community on a broad representative basis.

The function of this committee is to deal with those problems that have to do with intergroup tensions or intergroup relations. In addition to that, we believe that we have a broad responsibility to develop a program. In 1938, after a series of conferences with community leaders, including representatives of the churches and the synagogues, the board of public education approved a program of release time religious education. This program provides that every Wednesday morning for the first period the children may be excused from school to attend classes in religious instruction either in the church of their choice or in the synagogue.

It has been the practice of Protestant and Roman Catholic churches to take advantage of the release time program, the first period in the morning every Wednesday.

It has been the choice of the Jewish segment of the community to provide for religious instruction after school hours. These are just a few examples of participating in shared responsibilities in the community.

Early in 1953, there were evidences causing us to conclude that there was an increase in juvenile delinquency. Several serious cases developed in the fall of the year.

Later, during the school year 1953-54, it was concluded that a study should be made of juvenile delinquency in relation to discipline in the schools.

As a result of the emergence of that problem and the raising of the question, our board committee on schools and instruction conducted 10 meetings during which testimony was heard from representatives of the superintendent's staff and from professional groups.

After a period of 10 weeks the committee issued a report a copy of which has been placed in your hands.

Chairman KEFAUVER. Is that the report?

Dr. DIMMICK. Yes.

In my judgment, this is a constructive document in that it points to some of the symptoms of juvenile delinquency, some of the symptoms of discipline or unsocial conduct in the schools or in the community. And later on it points to the way or ways of dealing with some of the problems.

For example, it was learned that the highest incidence of serious disciplinary cases came during the junior high school years of the school life of the child. Grades 7, 8, 9, ages 13, 14, 15—and that was likewise the period of time in which more children were referred to the juvenile court than any other period in the school life of the child.

It likewise represented the highest incidence of prosecution of parents for neglect in one form or another.

The report makes a number of recommendations which time will not permit me to deal with.

However, those recommendations are in two parts. The first part has to do with corrective functions of the school.

In other words, if a serious disciplinary case arises, some effective machinery must be provided to deal with it. That we all recognize as corrective or the hospital type of treatment as against the developmental part of a school program.

However, the machinery was formulated to deal with serious disciplinary cases. That machinery has been set in motion.

Our board committee concluded that we had great responsibility in providing a developmental program that would tend to avoid serious disciplinary cases and if we avoid serious disciplinary cases we would likewise reduce the number of serious delinquency cases in the community.

For that reason, our board committee made recommendations to deal with these areas:

First, it was concluded that the professional staff had a great responsibility to understand childhood development in a much greater way than ever before. It is recognized that teacher-training institutions do give classes in psychology and in child development but because of a crowded curriculum in the teacher-training school, those courses are inadequate.

Therefore, this committee has recommended and the superintendent has set in motion a series of professional and reading study meetings which tend to give the teacher a better understanding of how a child develops interest, develops intellectually, and how he develops socially as a member of society whether that society be in school or in the community in which he lives.

In addition to that, we believe that counseling must be developed to a much higher level than it has ever been done before.

While our guidance program in the city of Pittsburgh has been considered reasonably adequate as compared with the counseling service in other large cities, we have on the average 1 counselor or we have 1 full-time counselor in each of our junior and senior high schools regardless of size.

Therefore, in a school of 500 we have 1 counselor; in a school of 2,500 we have 1 counselor.

Our board committee has recommended that we should have at least 1 counselor for every 500 children enrolled in the Pittsburgh public junior and senior high schools in order to provide adequate counseling service.

We recognize the fact, which has been suspect for a long time, that the incidence of serious behavior problems and the incidence of juvenile delinquency is not uniformly distributed throughout a metropolitan area.

Our studies identified those communities in the city where the incidence of serious behavior problems is relatively high and for that reason our board committee has recommended that we add to the teaching staff, that we add to the administrative staff in those schools.

As the Senator indicated in his introductory remarks, to question,

to do these things will require money. For that reason, the board report provides for three priorities, the first priority dealing with those things we consider most essential, most urgent; the second priority to be second in order; and the third priority dealing with those things long range in nature.

It is true, of course, that some of these things are dependent upon the better understanding and a change in program and therefore may not cost money or additional money.

One of those things has to do with the reorganization of the school program.

In response to the mandate of our board the superintendent appointed a committee to study the organization and program of the senior high school. Last spring that committee reported to the board and the board approved the report of the Superintendent's Committee on the Reorganization of the Senior High School Curriculum.

This report provides for a differentiation of the high-school diploma so as to give greater value to certain curriculums within the program and so as to provide more adequately for children who are either mentally superior and to provide more adequately for children who may be mentally inferior to the point of being handicapped.

I have placed in your hands a number of letters, administrative in nature. These letters have gone to the schools alerting the principals to their responsibilities in carrying out the mandate of the board not only in matters pertaining to reorganization but in matters pertaining to professional reading and study work and in matters pertaining to other activities of the school in relation to the total community.

Senator KEFAUVER. Mr. Dimmick, I am going to ask the staff to go through the report in the blue pamphlet and have the recommendations or certain of them printed in the record and also to study the report of the superintendent's committee and the other documents you have left with us and have such parts copied in the record as will be helpful and the rest of it will be filed with the committee for study and reference.

I wanted to ask a few questions but you hadn't quite finished.

Dr. DIMMICK. I had just about finished, Mr. Chairman.

There is one item which I failed to mention. I did refer to the release time religious education program but failed to mention our work in the field of moral and spiritual values.

Chairman KEFAUVER. I notice in this office of superintendent of schools' notice No. 56, that you have a reference to a bulletin, Moral and Spiritual Values, May 1953, but I don't see such a bulletin here.

Dr. DIMMICK. I did not include the bulletin with the materials and should you desire it I should be glad to send you a copy or copies.

Chairman KEFAUVER. We would like to have a number of copies because we do have quite a number of inquiries as to what we suggest along that line.

But you go on and tell us about it.

Dr. DIMMICK. The board committee endorsed that report, thought well enough of it to ask that all teachers in the system fully acquaint themselves with it because it deals not only with the understanding of the report but the report itself points to many places in the school curriculum which carry a moral and spiritual value to which special reference should be made by the teacher.

This report is based on the report of the Educational Policy Commission but was adopted by a committee of teachers for use in the school district of Pittsburgh.

Chairman KEFAUVER. Congressman Fulton, do you have any questions?

Mr. FULTON. I am glad to see you, Mr. Dimmick.

I noticed in your report here adopted by the board of public education September 21, 1954, that you say on page 12:

Every approach to the study of delinquency in school misbehavior points to the fact that most of the acute problems come from the group now in high school whose needs are not being met by current school programs.

That would seem to me to indicate a very serious community responsibility, and secondly it would likewise show that the needs are not being met here, particularly because of the statement below:

Basic reorganization is urgently needed. Much of it is costly and quite beyond the limits set by the present school budget.

In view of that area of reference, would you recommend Federal assistance then to our schools where supplementary services of this kind are needed?

Dr. DIMMICK. Congressman Fulton, I am sorry you asked me that question because I am one of those who is lukewarm to Federal aid because of its implications for a school district such as Pittsburgh. We don't see that Federal aid could assist us much in implementing this program in Pittsburgh.

Mr. FULTON. Are you opposed to Federal aid to highway in the city of Pittsburgh?

Dr. DIMMICK. I think someone in the highway department should answer that question.

Mr. FULTON. I just wondered how far your reasoning went.

Dr. DIMMICK. I don't know enough about highway construction.

Mr. FULTON. Would you oppose Federal aid for slum clearance and the housing which we have voted for in this city?

Dr. DIMMICK. Yes; because Federal aid to slum clearance provides relief to the city of Pittsburgh but, as I have studied Federal aid legislation, it has not tended to assist the large metropolitan school districts.

Mr. FULTON. Where the citizens of Pittsburgh have voted down further taxes to give to these facilities, where then would you turn, to the State government for assistance, to get an adequate program?

Dr. DIMMICK. Of course, we are not happy with the State distribution of funds for educational purposes. We believe that since most of the money in the State general fund is siphoned away from large and wealthy metropolitan communities a larger proportion of those funds should be returned to the community. That is our quarrel with the present State subsidy formula.

Mr. FULTON. When you have inadequate facilities, which you now blame largely for juvenile delinquency because you cannot adequately service the pupils, it would seem to me that wherever you can get the aid reasonably, that adequate steps should be taken to get them and promptly.

Dr. DIMMICK. I agree with that reasoning, Senator Fulton.

Mr. FULTON. Thank you very much for the compliment.

Dr. DIMMICK. Congressman Fulton. But I made the right kind of a mistake. It would have been worse if I had called you Congressman had you been a Senator.

Chairman KEFAUVER. I don't know, having been both I am not sure.

Dr. DIMMICK. But may I react to your last statement Congressman Fulton?

Right now in the senate of the Commonwealth is house bill 917 which is referred to as the Philadelphia Parity because it is to bring to the school district of Pittsburgh the same school-subsidy ratio that is enjoyed by Philadelphia. And very honestly, the implementation of this program, as now arranged in the proposed school district for the fiscal year 1956, is dependent on the passage of that legislation.

We are very much concerned about the matter and my reaction to you, in reaction in regard to Federal subsidy was totally honest. I cannot believe in Federal subsidy to the public schools if, thereby, or if through it public school are built up in other parts of the country by destroying the same facilities in the local community, or by destroying the incentive in the local community to adequately support public education.

Mr. FULTON. Don't you think possibly that Federal aid is the lesser of two evils between you people and your board operating schools that my great grandfather built for me to go to school in in Pittsburgh, and you still have students in those classrooms of that type, don't you here?

Dr. DIMMICK. Yes; but I don't see the point of your argument.

Mr. FULTON. I think that is a tremendous burden on a child in a modern age and as your report of September 21 1954, points out, it has a very relevant bearing on increased juvenile delinquency and extra costs in this area, of taking care of the child outside of the school.

I think maybe we should get better schools through these various governmental agencies and then spend less on trying to cure them after they have been delinquent.

Dr. DIMMICK. I believe sincerely in better schools everywhere in the United States but at the same time I must believe in better schools in Pittsburgh as well. I don't know whether it is proper for me to ask a question.

Chairman KEFAUVER. You can ask anything you want to, Mr. Dimmick.

Dr. DIMMICK. May I ask, would Pittsburgh receive substantial grants from the Federal Government, from any proposed Federal aid to education legislation?

Mr. FULTON. That is what the White House conference is trying to work out, and I believe that your board would cooperate both with the Congressmen and the Senators of this area, and that is of both parties, that we would be glad to help implement for you good and adequate school facilities in the city of Pittsburgh.

I think is is unfair to the local children here the way the schools just go on. If you ran a horse and buggy or a 1914 automobile, you would say it was dangerous for the children in this modern age. But yet the same thing occurs for schools where the schools are operating in schools that I think some of them were built in 1870; weren't they?

Chairman KEFAUVER. Dr. Dimmick, it depends on what building bills you look at. There are a lot of bills before the Congress, school construction bills, and there are Federal aid to education directly—various and sundry measures. I have always felt that the need is so great, and the Congress, after all, has control of who directs the general policy, there isn't any inclination, I don't think, for the Federal Government to take over the schools. I think it should be run locally.

These are grants-in-aid to the States particularly on the buildings, the Federal building program. But I think we have pursued this matter.

I would like to pursue it further, but we do have a lot of other witnesses. I believe Mr. Chumbris had some questions to ask.

Mr. CHUMBRIS. Dr. Dimmick, I understand in 1953 there was \$33,698 in vandalism done to the school system. Has there been an improvement in that regard?

Chairman KEFAUVER. That was to the school windows, wasn't it?

Mr. CHUMBRIS. School windows; yes.

Dr. DIMMICK. I think that that is the major part of the damage. I can't answer your question. I can report, however, that a very careful check is made on all of the acts of vandalism.

Mr. CHUMBRIS. We noticed yesterday, I believe, 4 schools were vandalized, 1 of them to the extent of \$1,000.

Dr. DIMMICK. That's right.

Mr. CHUMBRIS. During our hearing in Chicago, Thomas Farrell who is the principal of one of the schools, started the campaign whereby he had the students go around and pick up the rocks in the surrounding area of the school and decreased vandalism 85 percent. It was an outstanding reduction of vandalism. Do you think that such a program might be considered in this area?

Dr. DIMMICK. I would be willing to try anything that has been successful elsewhere.

Mr. CHUMBERS. Is vandalism a major problem here in Pittsburgh? Is it still a major problem?

Dr. DIMMICK. As far as I am able to judge, the school-building vandalism compares with the vandalism in other cities. It is about on the same proportion as the Cleveland or Chicago area.

Chairman KEFAUVER. What is your budget for the school system, elementary and high school?

Dr. DIMMICK. Our proposed budget for the school district of Pittsburgh for the next fiscal year is \$26,300,000 in round numbers.

Chairman KEFAUVER. How much is that per student?

Dr. DIMMICK. That is about \$350 per pupil.

Chairman KEFAUVER. Have you had to close some facilities down because of limited funds?

Dr. DIMMICK. We closed out some facilities 2 years ago. We eliminated all of our recreational facilities.

Fortunately, the city absorbed that program so that it is continuing but not under board auspices. We eliminated the dental clinics. We reduced the number of night-school centers from 49 to 10. We eliminated driver education, some transportation services; instrumental music, I am unhappy to report, on the elementary level.

Chairman KEFAUVER. How much did that reduce your budget by?

Dr. DIMMICK. That reduced our budget in the sum of \$700,000.

Chairman KEFAUVER. What was your budget last year?

Dr. DIMMICK. Our budget last year was approximately \$23,500,000.

Chairman KEFAUVER. Did you eliminate some kindergartens, too?

Dr. DIMMICK. We did not eliminate a kindergarten. Our kindergartens continued even though closing the kindergartens was a threat for a period of 2 years.

Chairman KEFAUVER. Who decides on how much you spend for schools?

Dr. DIMMICK. The board of public education is responsible under the laws of the Commonwealth to vote a budget and to levy the taxes. Because of the way our board is constituted, incidentally ours is an appointed board, appointed by the board of judges of the Court of Common Pleas, because of that fact, the General Assembly of the Commonwealth is responsible to name the objects to be taxed and to specify the narrow limits within which taxes may be levied.

Two years ago we exhausted our taxing authority and for reason it became necessary to reduce school services.

Chairman KEFAUVER. That is a bad situation, isn't it?

Dr. DIMMICK. It is.

We did receive relief from the general assembly within the last 10 days which the general assembly authorized an increase in the real estate levy by a million and a half on real estate taxes.

In addition to that, we need enacted into law the Philadelphia parity bill which gives us the same State subsidy as the school district of Philadelphia receives.

Chairman KEFAUVER. But you are limited badly by the State law as to what school boards can levy taxes upon?

Dr. DIMMICK. That is correct.

Chairman KEFAUVER. That has hurt your school system very badly, I take it?

Dr. DIMMICK. It has hurt our school district considerably in the last 2 years.

Chairman KEFAUVER. These sound like very valuable services and activities that you have eliminated. I am sure the people of Pittsburgh will realize that this is going to adversely affect their children who are in school.

I thank you very much.

Dr. DIMMICK. Thank you, sir.

Mr. FULTON. May I compliment the doctor on his statement and say he is doing a good job under adverse circumstances.

Dr. DIMMICK. Thank you.

Chairman KEFAUVER. We appreciate your coming and telling your problem to us.

Dr. DIMMICK. If the Congressman gets some Federal money I will be glad to talk to him some more.

**STATEMENTS OF JAMES W. SLUSSER, SUPERINTENDENT OF POLICE, CITY OF PITTSBURGH; AND JAMES McKNIGHT, INSPECTOR ATTACHED TO JUVENILE COURT, ALLEGHENY COUNTY**

Chairman KEFAUVER. Mr. Slusser, Mr. McKnight, we are indeed glad to see you again.

You are Mr. James W. Slusser, the superintendent of police?

Mr. SLUSSER. Yes, sir.

Chairman KEFAUVER. And Inspector James McKnight?

Mr. McKNIGHT. Yes, sir.

Chairman KEFAUVER. You are attached to the juvenile court, I believe?

Mr. McKNIGHT. I am inspector of police attached to the juvenile court.

Chairman KEFAUVER. Yes, sir.

Mr. Slusser, you look pretty young. You must be one of the youngest superintendents of police in the country, aren't you?

Mr. SLUSSER. Yes. I hope that isn't held against me.

Chairman KEFAUVER. That is much in your favor.

Mr. SLUSSER. I think that will be taken care of by time.

Chairman KEFAUVER. Father Time will do something about it.

Mr. SLUSSER. Yes, sir.

Chairman KEFAUVER. How old are you now?

Mr. SLUSSER. 39.

Chairman KEFAUVER. You are older than I thought you were. You don't look that old.

How long have you been superintendent of police?

Mr. SLUSSER. Three years, sir.

Chairman KEFAUVER. Did you come up through the ranks?

Mr. SLUSSER. Yes, sir. I was a patrolman.

Chairman KEFAUVER. You started out as a patrolman. How long ago?

Mr. SLUSSER. 1941, December.

Chairman KEFAUVER. Then you have worked your way up and you are now the superintendent, for which I honor you.

Mr. SLUSSER. Thank you, sir.

Chairman KEFAUVER. Mr. McKnight, you said you were attached to the juvenile court and you work very closely with Judge Schramm?

Mr. McKNIGHT. That's right, sir.

Chairman KEFAUVER. He has a fine reputation over the Nation as a very outstanding and able juvenile judge. We hope he gets back in time to testify this afternoon. He is away.

All right, Superintendent Slusser. You tell us about what you are doing here for kids and what your problem is.

Mr. SLUSSER. Thank you, Senator. Congressman, guests, I have no prepared statement. However, I have some notes which I would like to use as I speak.

Fortunately, juvenile delinquency is one plague which is not being talked about but which is being acted on by such committees as yours and by various people in our public life. They are trying to dig and find out just exactly what the underlying causes are and how to change conditions so that juvenile delinquency will not exist.

That phase is for others, however, and primarily my concern is the police angle which is prevention and law enforcement when wrongdoing takes place.

Now, before I go any further, Senator Kefauver, I would like to acknowledge publicly the help which your Subcommittee on Juvenile Delinquency gave to the Bureau of Police of the City of Pittsburgh on July 26, 1955, when you transmitted to us certain information regarding certain people who were suspected of dealing in obscene literature.

As a result of that information and through some investigations which we made on the 1st of August 1955, we arrested one Frank Lang, from our North Side district and charged him with having obscene literature. It was probably \$50,000 worth in his possession at that time. Quite the biggest haul, I think, that we have ever made in the way of obscene literature.

The grand jury of the county of Allegheny returned a true bill against Frank Lang on September 27, 1955. His case is now in progress.

Chairman KEFAUVER. Thank you, Mr. Slusser. We are glad to have been of some service. We had a hearing shortly before that in New York in which we found out that this was pretty much of a nationwide operation in pornography and his name and information came to our attention. We passed it on to you as we did to other people where we found other people involved.

Mr. SLUSSER. We had suspected for a long time, Senator, that there was some one source here of obscene literature but had never been able to pinpoint it until we received the information from your sub-committee.

Mr. CHUMBRIS. Superintendent, you also did some excellent work in the matter of Saxton, is that correct?

Mr. SLUSSER. Yes, sir; that was in 1953. There were actually about two large dealers in pornographic literature. He was arrested; a true bill was returned against him; he was sentenced to prison and he has since died in prison.

Mr. CHUMBRIS. Wasn't there an Edgar Maynard Levy that covered the east coast that used to come into Pittsburgh and dump quite a bit of pornographic material?

Mr. SLUSSER. Yes. He was more or less a distributor. I imagine he was a wholesaler.

We have a problem here, certainly, with juvenile delinquency. However, I cannot feel that our problem yet is out of hand. We are, I think, succeeding in holding a line and keeping it as low as we can reasonably keep it.

During the years from 1950 to 1954, for instance, when the national average skyrocketed, our increase was only about 44 percent. That is in juvenile crime.

Now, we are quick to give a good bit of credit for this holding of the line to our juvenile court setup and our police cooperation with the police court. Here in Allegheny County all juveniles up to the age of 18 must be sent to juvenile court immediately.

Mr. CHUMBRIS. May I interrupt you there a minute? When you mentioned a 44 percent increase, was that the increase here in Pittsburgh?

Mr. SLUSSER. Yes, sir.

Mr. CHUMBRIS. It relates back to what time?

Mr. SLUSSER. From 1950 to 1954.

Mr. CHUMBRIS. There was a 44 percent increase in the Pittsburgh area?

Mr. SLUSSER. Yes, sir; roughly. Those figures are from the juvenile court.

Mr. CHUMBRIS. The national average was about 58 percent at the time?

Mr. SLUSSER. Yes, sir.

Chairman KEFAUVER. Of course, I don't think the public should be entirely misled by that. There was a substantial increase in population; wasn't there?

Mr. SLUSSER. Yes, sir. This is not all an increase in juvenile delinquency.

Chairman KEFAUVER. There was some increase in population?

Mr. SLUSSER. It is only a figure.

Chairman KEFAUVER. The 44 and 50 percent, while the percentage increase was much larger than the percent increase in population, there was, however, some increase in population which, related to the population, would bring those figures down slightly.

Mr. SLUSSER. Here in the city of Pittsburgh, we pioneered in a close liaison between the bureau of police and the juvenile court. Mr. McKnight who was then a patrolman was assigned to juvenile court in 1941 and 3 years later was raised to the rank of inspector in the police department.

All juveniles who are arrested by the bureau of police or picked up for any reason, if it is just a normal pickup, somebody late in the street, they are sent directly to the juvenile court and there are taken over by Inspector McKnight and his people and all the work is handled by our police officers at the court in very close cooperation with Judge Schramm. The only time the police even question juveniles here in the city of Pittsburgh is when a juvenile is arrested in perpetrating a crime or in connection with a crime at which time we take a preliminary statement and then the boy or girl is immediately sent to the court and there Inspector McKnight's duty is to take over the case to get all the additional evidence which might be forthcoming to get any additional prosecutions which we can get from the boy or from the girl and follow it through to its conclusion and then he reports back to the court.

In many cases this makes a very healthy condition because the juvenile never sees the inside of a police station or never even gets to one.

Now, if it is something small but which is still something that might be dangerous, for example a juvenile breaking bottles on the street, we often take them directly to the police station. We make out a juvenile court statement on them and the boy is then released. We don't release, actually. We take him home and turn him over to the parents and send the statement to the court and there Inspector McKnight follows it up and brings that boy and his parents in for necessary corrective action.

Mr. CHUMBRIS. Do you consider Inspector McKnight's activity a part of the police department, a juvenile bureau within the police department?

Mr. SLUSSER. Actually, that is what it amounts to, Mr. Chumbris.

Mr. CHUMBRIS. Technically, it is not.

Mr. SLUSSER. No; he is under the juvenile court, assigned to them, and takes orders from them and is responsible to them.

However, there is, as I said before, very close cooperation.

Here in the bureau of police we have tried to follow a policy of complete cooperation with anyone who is fighting any type of crime and we don't argue about jurisdiction or lines or anything at all.

If someone needs a police officer, or needs police help, we think that he should get a policeman whether that policeman wears one uniform or another makes no difference or not much difference to us.

So far as narcotics and juveniles are concerned here, from the juvenile court records in the past 10 years there have been only 9 arrests. Only nine arrests for narcotics so far as the juvenile court is concerned. That includes Allegheny County. That is not only the city of Pittsburgh.

Maybe I shouldn't be giving you those figures. However, we work so closely that I use those figures.

For instance, we have had here in the city of Pittsburgh no narcotics arrests for juveniles this year, 1955. We have had no arrests in 1954 for narcotics and we had three in 1953.

Chairman KEFAUVER. Is this 9 juveniles or 9 altogether?

Mr. SLUSSER. Nine juveniles. For the moment I am speaking of juveniles so far as arrests are concerned.

Mr. CHUMBRIS. What age category would you place that in, 18 and under?

Mr. SLUSSER. They were under 18, but the youngest was about 12. One boy had a marihuana cigarette.

Mr. CHUMBRIS. I just wondered what age group, whether it was 18 and under or 21.

Mr. SLUSSER. 18 and under. Juvenile is 18 or under here. When they reach their 18th birthday, they are no longer a juvenile. They must be under 18.

Mr. FULTON. How many arrests have you had of adults peddling narcotics at schools or near high schools?

Mr. SLUSSER. Just this year we arrested, I believe, three, Congressman. Actually, we arrested 11 people altogether but only 1 of those was a boy who was going to 1 of our high schools, but we could find on that. However, these are adults, not juveniles.

Chairman KEFAUVER. Mr. Fulton.

Mr. FULTON. The point of my question is, is there any organized ring or group that are commercially trying to prey on the high-school students here?

Mr. SLUSSER. I don't believe so, sir. We watch it very closely, our schools, and we have narcotics problems here—for instance, to date this year I believe we have had something over 200 arrests for narcotics here in the city of Pittsburgh.

Lieutenant Carnahan who is here can give you the correct figure on that. However, there are adults, not juveniles.

Mr. FULTON. What is the correct figure?

Mr. CARNAHAN. On narcotics, it is very close to 200 for the year so far.

Mr. SLUSSER. 200 would be a close figure.

Chairman KEFAUVER. Mr. Joe Brandsky is here. He is district supervisor for the Federal Bureau and is one of the oldest, I believe, in point of service not only in age, but in point of service in the Bureau of Narcotics.

We know of Mr. Brandsky. We know of his fine and distinguished service. Do you want to add anything to what has been said about narcotics here, Mr. Brandsky?

MR. BRANDSKY. I endorse the view of Commissioner Shusser. There exists close cooperation between the Federal Bureau of Narcotics and the City Bureau of Narcotics here in Pittsburgh and we find that the problem in Pennsylvania is mainly a metropolitan problem.

Approximately 99 percent of the cases of arrests that were made in Pennsylvania were made in Pittsburgh and Philadelphia. We find no problem or no organized problem in our school systems in the State of Pennsylvania. We have had many, many complaints and we have literally investigated hundreds of complaints that came to our office in cooperation with the Pennsylvania State Police, the State Bureau of Narcotics, and the local police departments, and we have had no problem, we have found no problem in our school system and I want to publicly thank the Pittsburgh Police Department particularly the commissioner for the fine cooperation given our office in the past and that cooperation that exists as of today.

Chairman KEFAUVER. Mr. Brandsky, I thank you very much.

You said it was largely a metropolitan problem existing in the two large metropolitan cities of Philadelphia and Pittsburgh.

Can you give us any breakdown of the percentage between Philadelphia and Pittsburgh?

MR. BRANDSKY. We have that information in our office. I happened to be in the city to attend a trial of a case that is on now, the jury has it, and I wasn't prepared and did not know that the committee was meeting here today. If I had known it, I would have been very happy to furnish that information.

Chairman KEFAUVER. We certainly appreciate your being here with us.

Now, I am glad to hear you say that there is good cooperation between the Pittsburgh police and the Federal Bureau of Narcotics. You two work closely together?

MR. BRANDSKY. Yes, we do.

Chairman KEFAUVER. There is a good working arrangement? That has been one difficulty in the enforcement of narcotics laws. All too often I have found that the Federal Bureau is willing to cooperate but sometimes the police departments think they are smarter or something or another and they go their own way and do not cooperate.

MR. BRANDSKY. Senator, our office in Philadelphia has charge of enforcement in the State of Pennsylvania, Delaware, and New Jersey and I am very happy to report that in all that area we obtain close cooperation from the local city, county, and State authorities. That condition does not exist in this area and we are very grateful for it.

Chairman KEFAUVER. Are you running into trouble with marijuana among schoolchildren, Mr. Brandsky?

MR. BRANDSKY. Not to any extent. We haven't had an authentic case that was brought to our attention of schoolchildren smoking marijuana, or members in good standing in the schools. There is a possibility in the city of Philadelphia where juveniles are involved, there may be individuals occasionally who are picked up but not on school property or members in good standing in the schools.

Chairman KEFAUVER. You mean if they drop out or are truants you may find it?

MR. BRANDSKY. Yes.

Chairman KEFAUVER. But not if they are regular students.

MR. BRANDSKY. That's correct, sir.

Chairman KEFAUVER. We certainly thank you for your addition to this testimony.

Mr. BRANDSKY. Thank you for hearing me, Senator.

Chairman KEFAUVER. Will you proceed, Mr. Slusser?

Mr. SLUSSER. Senator, we are so happy to get help from anywhere in our problem that I am more than happy to work with any other agency, any law-enforcement agency, and Mr. Brandsky has helped us immeasurably, and also Mr. Duffy, who works under him, or who worked under him, and now Mr. McGuire, who is the agent in charge here in the Narcotics Division.

Chairman KEFAUVER. Mr. McGuire is an old friend of mine from New Orleans. He did a very effective job down there.

Mr. SLUSSER. He is doing a very good job with us here, sir.

We have even gone so far as to assign our detectives to Mr. Brandsky, as he knows and have worked closely with his agents to attempt to work with this problem, to attempt to work this problem out.

Chairman KEFAUVER. While we have a little interruption, do you find many cases of adult criminals, law violators, using kids to further or to carry out their criminal activities, such as stealing automobiles for them?

Mr. SLUSSER. Yes, sir; but not to a great extent. We have one case now, but it is not too bad. Mostly our juvenile arrests are confined to juveniles. There are very few organized gangs of adults using juveniles to help them in their work.

Chairman KEFAUVER. You said you had one case now. Do you want to give us any details, or had you rather not?

Mr. McKNIGHT. Senator, this came to our attention when there was a boy picked up in a stolen car. When we questioned this boy at juvenile court, we found that he was working for this adult who owned a garage, and that this adult, he said, had him and another juvenile, 2 other adults, and they had stolen about 8 automobiles, dismantled these cars and sold the parts of the cars for junk, that is, the fenders and body for junk, and sold the engine and parts of the engine through 2 people for their cars.

I think in the last 5 years that I can remember we haven't had any more than 6 cases where an adult was involved in, that is, in the city of Pittsburgh, where he put a child in a life of crime by stealing automobiles.

Mr. SLUSSER. We find, Senator, many of our sexual offenders involving juveniles, many of those involved adults, not necessarily gangs, but one or more adults with the juveniles.

Chairman KEFAUVER. You mean juvenile prostitutes?

Mr. SLUSSER. Juvenile sexual offenders, whether prostitution or other sexual offenders. That is one of our great problems, Senator. (Discussion off the record.)

Mr. SLUSSER. Locally, Senator, we have never been confronted with sadistic gangs. We have been very fortunate in that the gang problem which has plagued other cities has not plagued us. We have had 1 or 2 isolated instances where juveniles were involved in either beatings or deaths with adults, possibly part of the reason being that we have attempted to watch those incidents very closely and even the matter of a fight between 2 juveniles on a street is enough for not only us to go out to attempt to stop that fight but to examine the

cause behind it. We want to find out whether or not there is any gang, possible gang or neighborhood tension involved, any possible racial tension or religious tension, anything which might give us further troubles in the future.

As a result of, I believe, our cracking down so hard on that we just haven't had a gang problem yet and we are going to do our best to keep that problem to a minimum.

Now, as a positive approach to juvenile delinquency, a few months ago we prepared here a pamphlet<sup>1</sup> which we have distributed or we are distributing now to all the schoolchildren in the city of Pittsburgh and that pamphlet lays down rules and laws for the children and for their parents to follow in regard to the child molester or anyone who might attempt to stop them or talk to them on the street or in any way molest them or get them into an automobile. The pamphlet in itself is not new. However, what we do on this was, we took six of our best sergeants and trained them, in a manner of speaking, trained them in a manner of presenting this pamphlet to the schoolchildren.

We sent those sergeants to every school so that they will talk to every schoolchild in the public and parochial school system in the city of Pittsburgh before they are through. What we are attempting to do, of course, is to get the child to look at the police officer as a friend, as a known friend, as a confidant.

We are succeeding, I think, in our program there because we are receiving tremendous reaction from parents and from different organizations who come into this, or come into possession of this pamphlet through children bringing them home, telling about the police officer who was there and told him. He makes a very nice impression. In fact, Senator, we had one of our sergeants at a school the other day and after he had presented the pamphlet and the message which goes with it, they were so impressed they decided to test us.

So they ran into one of our neighborhood police stations and said that a child, a little girl had been dragged into a car by a man and they gave us the license plate numbers and description and everything else. Before we were through, after about 2 hours or so, we had pressed about 50 radio cars and ambulances and patrol wagons into the search and we had detective cars and motorcycle men.

They became frightened by the uproar which was ensuing because of their report and finally admitted to us that it was all a hoax, that they wanted to see what we would do about it, or what we would do in case of something like this. They admitted to us that we did a pretty good job after it was over.

But we feel that the most important part of that is to get the children to feel that the police are their friends and to get the children to know the policeman, to come to the policeman as their friends.

Beyond that, I think as a personal viewpoint, I think our youth are doing a very good job of growing up in a difficult world. The youth who gets into trouble is just a small percentage of the youth who are growing up and who are doing a good job, getting along, studying, and so forth.

We believe that the first offender, the juvenile, should be given every chance and every possibility.

<sup>1</sup> See exhibit 5, appendix, p. 98.

However, we do know as police officers that there are some juveniles who unfortunately do not respond either to kindness, or to rehabilitation, or anything else. Those juveniles we feel it is best that they are lodged somewhere for their own protection and for the protection of the other citizens who are in our city.

Chairman KEEAUVER. Inspector, do you want to tell us something now?

Before you testify, Inspector, have you found, Mr. Slusser, that foot police are usually more influential, have a better influence or more intimate relation for the good of the kids than the kind that tour around in automobiles?

Mr. SLUSSER. That is a very basic question in police work, Senator. The foot patrolman—I can best perhaps explain it by a simile with the Armed Forces man—the foot policeman is the infantry of our forces. They are absolutely necessary. We can no more do our job without the foot patrolman than the Army could without the infantryman.

We need radio cars who can answer specific calls for help and do so fast. We have those people at the end of our radio all the time, but the foot patrolman is the one who, while he walks the beat in a neighborhood, talks to the citizens, becomes friendly with the storekeepers and with people who live in that area, and who talks to the children as he goes by, and he is the man in whom they will confide if they have any information which is of value to us. He is also the man they will go to to help when they find out that the police department is in trouble. They are absolutely necessary.

Chairman KEEAUVER. Do you have a separate part of your squad to handle juvenile problems?

Mr. SLUSSER. No, sir. We have Inspector McKnight, who is detailed to juvenile court, and he has one assistant, another police officer. All of our juvenile problems, or all of our juveniles are sent immediately to juvenile court, so, in effect, he is handling a youth bureau job.

Chairman KEEAUVER. You tell us what you do, Inspector McKnight.

Mr. McKNIGHT. I have charge of all the rest of the city under 18 years of age. I prosecute adults for contributing to the delinquency of minors. I think that our success in Allegheny County and in the city of Pittsburgh, and in Allegheny County especially—the city of Pittsburgh, as far as the liaison between the officer and the juvenile court is that when I was appointed to the court we had a very serious situation here.

We had a situation where the police of the city of Pittsburgh didn't feel like picking up a child, because they felt that the judge of the juvenile court would pat him on the back side and let him out.

When I went to the juvenile court, I observed the workings there for about a week and I found that the police were not supplying the court with enough information so that the judge could make a just decision with the child and also that the juvenile court did not understand the workings of the police department.

At that time I asked the judge of the juvenile court if he wouldn't go with me to every rollcall so that he could shake hands and meet each officer personally, which he did. We went to a 7 o'clock rollcall, to a 9 o'clock rollcall and we went to a 3 o'clock rollcall in the afternoon.

At that time, I talked with the men and I introduced the judge and told him if they had any grievance between the juvenile court

and the judge, this was the time to get it off their chests. Many of them did have some grievances but the judge shook hands with them and made a personal contact.

Then we found that through this setup at the juvenile court we not only saved manpower on the police department but we saved gasoline and certainly the taxpayers a lot of money. What I mean by that is that where we have an officer at the court where maybe 5 different offenders were involved in some crime, maybe 2 children at the juvenile court and 3 at a police station, the officer of the police station would question the adults and in turn he would call my office to give me the information he got and I would call the juveniles and then call him back. Many times, we didn't have to bring the child to the police station or the detective bureau.

We also uncover about, I would say, 40 percent more sex cases with an officer of the court than we did previous to that. I think we get more information. I feel that the most important part of juvenile work is the personal contact—that is, the first contact with the child. It is very important to me that the officer who first comes in contact with that child and talks with him will make the difference in what that child will tell him.

Oh, in many, many cases where a child is brought in, after we get them to juvenile court they tell us they ran away because their dad was having relations with them, their stepdad, or maybe some other person in the family. Or many times we find that the men have molested them. That is one of our big problems in the city.

I feel we could, if we could arrest and incarcerate all adults for contributing to delinquency of minors, we wouldn't need a juvenile court in Allegheny County or any county in the United States. It got so bad, the sex situation did, that we asked theaters to close balconies during the day because of the things going on there which were terrific and they cooperated with us and they did close them down.

Chairman KEFAUVER. Inspector McKnight, how many cases do you have in the courts in a month, in juvenile court? How many juveniles come before the court in the course of a month?

Mr. McKNIGHT. For hearings?

Chairman KEFAUVER. Yes.

Mr. McKNIGHT. I would say that the judge handles about 20 cases a day.

Chairman KEFAUVER. You have probation officers who follow up and see how they are getting along?

Mr. McKNIGHT. The juvenile court has their own probation officers and they investigate all cases.

Chairman KEFAUVER. So all you do is just get the facts from the juveniles, give them to the judge, and present them to the judge?

Mr. McKNIGHT. That's right. All I do, I handle the police work.

Chairman KEFAUVER. Police work?

Mr. McKNIGHT. The police and the juvenile court, although I will say many times the child is in the courts and when a judge talks to the child and the child gives the judge information which we knew nothing of and the judge in turn turns it over to my office and I prosecute—

Chairman KEFAUVER. How much staff do you have?

Mr. McKNIGHT. My staff?

Chairman KEFAUVER. Yes.

Mr. McKNIGHT. I have a patrolman who works for me at the office but I can use any police officer, any detective of the city police.

Chairman KEFAUVER. It seems to be a rather small staff to handle juvenile work of a city this size.

Mr. McKNIGHT. That is true. I think the reason for that is that the city just doesn't have the money to staff our department.

What I would like to have, I would like to have a police officer in each station in the city and 1 in the detective bureau and maybe 2 women so that any time a juvenile was picked up he would be immediately turned over the juvenile officer and he would follow the case through. If there were adults involved, he would arrest and prosecute them through the criminal courts. That way we could, if we had a child involved sexually, say, at No. 7 police station, that officer could call for help from No. 6 station. That juvenile court officer would go over and both would work the case. The contact would be made by the juvenile court officer who was educated to handle that kind of case.

Chairman KEFAUVER. Particularly you need a policewoman, I would think, to handle a female offender.

Mr. McKNIGHT. We would like to have maybe 2 policewomen but I would like to have 2 policewomen who are educated in juvenile court work and in police work, who would know the workings of the juvenile court and the police department.

Chairman KEFAUVER. Congressman Fulton, do you wish to ask either Mr. Slusser or Mr. McKnight any questions?

Mr. FULTON. I wanted to say to Mr. Slusser that we do have confidence in your department under your direction and I make this point. As a matter of fact, on the juvenile delinquencies in Pittsburgh, isn't it pretty much proportional to the overcrowded conditions and the lack of opportunity in good schooling facilities so that it is pretty much centered where the worst conditions and environment exist in the city and it is better where the environment is better, that is, provided for the growing child?

Mr. SLUSSER. Yes, as a general point of view that is correct. Both juvenile crime and adult crime is heaviest in our concentrated areas and in our slum areas.

Mr. FULTON. So that when we have such a large slum area it is a costly thing to the city of Pittsburgh to maintain and to furnish police services and all these things that have to be done to correct the evil, is that not the case?

Mr. SLUSSER. As the mayor said this morning, they are making a determined attack on those slum areas and have wiped out some and are in the process of wiping out others.

Mr. FULTON. I am helping and hope to do that in Washington by getting Federal funds for Pittsburgh.

Chairman KEFAUVER. We are grateful to you Superintendent and Inspector McKnight.

I understand that Lieutenant Carnahan, who helped us a great deal in connection with our pornography hearing in New York on certain information, is here. Where are you, Lieutenant? Did you have anything to add to this part of the hearing?

Mr. CARNAHAN. No, sir. I think Superintendent Slusser has covered everything very ably.

Chairman KEFAUVER. We are glad to see you and we are grateful to you for your assistance to us. Thank you very much, gentlemen.

We will have about a 5-minute recess at this time.

(Short recess.)

Chairman KEFAUVER. The Chair is glad to see Judge Gunther here visiting with us and we would be happy if he would come up and sit with us.

Judge GUNTHER. Thank you. I will just listen.

Chairman KEFAUVER. We appreciate your presence here.

The next witness is Mrs. John M. Phillips.

**STATEMENT OF MRS. JOHN M. PHILLIPS, MEMBER OF BOARD OF MANAGERS, ALLEGHENY COUNTY JUVENILE DETENTION HOME**

Chairman KEFAUVER. Mrs. Phillips is a member of the board of managers of the Allegheny County Juvenile Detention Home and we have heard a lot about Mrs. Phillips and her work for young people and in the schools.

I believe Mrs. Phillips was the National Mother of the Year in 1944, is that correct?

Mrs. PHILLIPS. 1944.

Chairman KEFAUVER. I know Mrs. Phillips is very much interested in the settlement work here in this county. She is a very prominent civic worker in the area, and I know that you have received a very high award from the State of Pennsylvania for your excellent work.

Mrs. PHILLIPS. Thank you.

Chairman KEFAUVER. We certainly are glad to have you here, Mrs. Phillips.

Mrs. PHILLIPS. I am very glad to be here.

Chairman KEFAUVER. You tell us anything that you wish about your work and give us any recommendations that will be helpful to this committee or to people in other parts of the Nation where our report will go, anything that might be on your mind.

Mrs. PHILLIPS. You have told something about the interest that I have, and I have been active for more years than you would guess—over 40 years, or 50 years I have been active in children's work. That is a long time. I think of what my little grandson said a few weeks ago. I had him at dinner as well as a little granddaughter, both 8 years old. He said something I didn't like very well. He said to his little cousin sitting next to him, 8 years old, "He is a stinker." And I put my hand up in front of my face and I said, "Dickie, I don't like that word. My little boys and girls never use that word and the people I know don't call other people stinkers."

He said, "Grandmother, you don't get around very much."

So perhaps you will think that I haven't had sufficient experience to talk on this program.

Because of the late hour and because you have had such a wonderful lot of statistics, I don't believe I can add anything very much to that phase of it. I have served on the board of education for 15 years. I am not a member at the present time. I do know that one of the serious things to face us in Pittsburgh is the lessening of the income which will make possible continuance of some of our fine programs and the sooner the people of Pittsburgh awaken up to the fact that

it takes many thousands of dollars to repair a criminal, they will be a little more eager to put some money into our public schools.

Chairman KEFAUVER. I wish you would say that again. If you don't spend money now for schools you are going to spend more money for penal institutions later on.

Mrs. PHILLIPS. I visited White Hill one day, which is a reformatory type of school outside of Harrisburg. They showed me around. I went with one of the State parole officers who showed me the things they were doing for these boys.

Among other things they put on a concert. I said to these men and these women who were showing me about, if we had had the money in the community that these boys came from to let them continue their work in orchestras, or in fine recreation, they wouldn't be here at White Hill and I think I know what I am talking about because for 40 years I have been back of a settlement association where we have had to deal with boys and girls of all kinds.

Now, you have heard a great deal from Superintendent Slusser and from Dr. Dimmick and others about that particular work and the point that I would like to stress is that the women have got to do more.

You have been talking about institutions, but women have been relieved of a lot of their housekeeping duties. They have more gadgets than they have ever had; they have more time to play cards, more time to dress.

When I was working on the Community Chest the last time I was appalled at the women who said: "No; I couldn't go on Wednesday; I couldn't go on Thursday. I have an appointment with the hairdresser and I couldn't let that go."

To me, it is simply fantastic, the things that presumably intelligent women are allowing to interfere with what they can do to help in the situation today.

I am not going to talk about delinquency particularly. I am simply going to talk a few minutes about parents and community in children, youth.

When you come to parents, they do have a hard time perhaps in bringing up their children today because of different conditions than I had when I was very young with my children. But even so, they have always had a hard time.

I went back to read old Jeremiah not long ago and he said, with all the difficulties they were having in his country that they were having idolatry and adultery and perjury and injustices and everything else. And the children were not doing what was right. He said the reason was that parents have eaten sour grapes and put the children's teeth on edge.

That is exactly what is happening today. The parents are doing so much that they shouldn't do.

I am sure we have wonderful parents. I have gone up and down this land talking to parents. I was the first chairman for Pennsylvania for the American Home Committee which was established just after the First World War, and I think that did a magnificent service.

The women of this country are the ones who should begin to do a concentrated work on prevention and they can do it but they have got to change their ideas about some things, Senator.

One thing they have got to do is know that home is not a place to be made a demonstration of the latest things in fashions and upholstery and so forth; that it is a place to bring up children.

I heard a woman say to another woman not long ago in the summer-time, she said, "Oh, you allow those children to run over your grass so."

She said, "I am not raising grass; I am raising children."

And I think that is the attitude we have got to get at.

I think fathers are needed, too, but I blame the mothers more than I do the fathers because God gave us the right and privilege and the opportunity of rearing these children, with the help of fathers.

So, I am eager to see something done in every community which will arouse the women to their responsibilities in preventive work and there is something that can be done.

Just for instance, oh, for 2 years I had 2 groups of boys meeting in my basement. I caught them playing cards down at the corner one night. It was very cold and I said, "Boys, why are you out here in the cold playing cards?"

"We haven't anyplace else to play."

"What's the matter with your homes?"

"We are not allowed to play over there."

"Come over with me. We have a warm cellar and basement that I think you could use."

And for 2 years those boys were in there, 22 in one group and 24 in another, and it was one of the great experiences of life.

But at the end of those 2 years I said to these boys one day, "I am going to let you have your girls and you can have a party. I will provide everything except one. You will have to come and roll up the rugs so you can dance. I will provide music and refreshments, and you can dance until 12:30."

At 12:30 the boys began to say goodnight and a great big fellow, almost 18, came up close to me—you know how you can feel a boy sort of getting up closer to you—and he took my hand he said, "Do you know, Mrs. Phillips, this is the first time I was ever at a party in any woman's house."

I thought that was pathetic. I have never forgotten that. I think we have got to open our homes more. We have got to understand these children better.

I am not safe when I get on this subject because there is so much that we women can do and I wish I hadn't been born so soon so that I could go up and down this country telling women. You can do something in your community. You can do it if you will.

Chairman KEFAUVER. Mrs. Phillips, you can still go up and down this country telling women about it.

Mrs. PHILLIPS. There is the answer: Good mothers.

I am going to tell you—this is Christmastime—the beautiful Christmas present I have had, the most beautiful one in many a year was last year. I had talked to a group of girls, quite a large group of girls, and I said, "Girls, I wish you would do one thing in your school course and I wish this would be in the curriculum of every high school in the country; girls, I wish you would learn the 31st chapter of Proverbs:

Who can find a virtuous woman for her price is far above rubies.

The heart of her husband doth safely trust in her, so that he shall have no need of spoil—

And so on and so on.

I wondered if the girls would take it to heart.

At a little Christmas dinner, where the schoolgirls were passing out little gifts, this particular girl said to the woman in charge, the chairman: "I would like to give Mrs. Phillips a Christmas present."

I was embarrassed. I didn't want anybody to give me a Christmas present.

She said, "I want to recite the 31st chapter of Proverbs which I have been carrying with me all my life," and may I say, Mr. Chairman, that is what's the matter with the world. We women haven't been up on the job.

I wish every school in the United States, every little wayside school, there could be a copy of the Ten Commandments because we need them. They don't know the Ten Commandments and I don't talk about anything I haven't tried to do myself. In this independent school in which I am interested, I said at a meeting one day, I want a bronze plaque, in the hall, of the Ten Commandments. Somebody said but we can't afford it; we haven't the money just now.

Within a few hours, one of the women came back and said, "You are right, and we will put a bronze plaque there."

As I watch those girls—once in a while I happen to be at the school—and they stop and read those Ten Commandments. Then I think there is hope.

As I say, I am not safe. But I am going to close with one little story.

I had a grandson 8 years old visiting me. His father and mother were away.

Getting him off to school in the morning and rushing down the front stairs I said one morning, "John, don't go down so fast; don't be quite so noisy."

He says, "My God, woman, can't you give a man a chance?"

I was actually flabbergasted that my 8-year-old grandson would speak to me that way. I had a very important engagement for luncheon but decided to give it up. So I stayed at home for luncheon that day with him.

After tactfully leading up to it I said, "Johnny, you hurt grandmother terribly this morning by what you said but you hurt me more when you broke one of the Ten Commandments."

He said, "What was that?"

"You took the name of the Lord in vain. He is not going to hold you guiltless. He is going to judge you every time you break one of those Commandments."

He says, "You mean he is going to judge me like if I went to Judge Schramm out at the court?"

I said, "Just exactly, but perhaps in a different kind of a courtroom."

So I think we have much to do. I wish that the prayer of mothers could be, "Lord, teach me what I can say that will help save these boys and girls in our country."

Senator KEFAUVER. Mrs. Phillips, I want to thank you for a very inspiring statement and I know I speak the attitude of everyone in this community and all over the country where they have been helped and influenced by your life and your work to express appreciation for all that you have done and all that you are doing.

Mrs. PHILLIPS. Thank you very much, Senator.

Chairman KEFAUVER. We are certainly glad to have you here.

I know that Congressman Fulton may want to have something to say.

Mr. FULTON. I do want to say and put in the record that Mrs. Phillips is one of our finest citizens. Her husband was John M. Phillips, the great conservationist from our area, and she has been very active in many organizations including the mothers club that has done so much good locally. Thank you, Mrs. Phillips.

Mrs. PHILLIPS. No woman can do very much unless she has a husband who is interested in what she is doing. My husband believed in conservation and trees and forestry and all that but he much more believed in saving boys and girls and he gave me all the help he could or I wouldn't have been able to do it alone.

Thank you very much for the privilege of being with us.

Chairman KEFAUVER. Thank you very much, Mrs. Phillips. I hope you will have many, many more active and useful years.

Mrs. PHILLIPS. Thank you.

### STATEMENT OF MRS. PATRICIA McCORMACK, REPORTER, SUN-TELEGRAPH

Chairman KEFAUVER. It is good to see you again, Mrs. McCormack. Mrs. McCORMACK. Thank you, Senator.

Chairman KEFAUVER. In our hearings over the country it is not unusual that we call upon some man or woman of the press, the fourth estate, to testify because we find that the press has not only assimilated information, that they have brought out the facts and conditions in every community that lead to delinquency but the press has generally been fearless in exposing conditions as they find them to exist.

In almost every hearing we have some representative of the press who has done exceptionally outstanding work in the field of reporting problems of juvenile delinquency. Here in Pittsburgh we especially pay tribute to Mrs. McCormack for the study that she has made and the series of articles she has written.

Mr. Chumbris, do you want to bring out any points preliminary to Mrs. McCormack's testimony?

Mr. CHUMBRIS. Well, Mr. Chairman, first I would like to have introduced into the record a series of articles, a series of seven articles, that Mrs. McCormack has done on the survey made by the public school system which Mr. Dimmick testified to this afternoon and that they be inserted in the record.

Chairman KEFAUVER. They will be made exhibits, and such ones as you feel should be actually copied in the record will be made a part of the printed record.<sup>1</sup>

Mr. CHUMBRIS. And Mrs. McCormack, I understand, has made a personal investigation of the conditions in Pittsburgh dealing with the delinquencies in preparation of these articles. I think she briefly wants to make a statement to the subcommittee at this time.

Chairman KEFAUVER. Fine.

Mrs. McCormack, how long have you been with the press?

Mrs. McCORMACK. For 3 years with the Sun-Telegraph, the working press.

Chairman KEFAUVER. I meant the press.

<sup>1</sup> See exhibit No. 6, appendix p. 99.

Mrs. McCORMACK. I understand.

Chairman KEFAUVER. I mean in the broad sense. But you are now a reporter with the Sun-Telegraph. Were you with some other paper before that?

Mrs. McCORMACK. No; before that time I had no other metropolitan daily. I worked with weeklies including Congressman Fulton's weeklies. I also was legislative research analyst for the legislative research commission in Kentucky and I worked with the commercial research division of United States Steel, also. I happened to be an economics major in addition to a writer.

Our paper was particularly interested in delinquency throughout our city. Mr. J. Alexander, who some time later in 1953 had a hunch that we should look into the situation in Pittsburgh, got us to go around and we talked to all of the people who had anything to do with children in the community, the law-enforcing agencies and so on, and made quite a number of firsthand observations ourselves in the schools.

Then we wrote a number of articles, 33 to be exact. They just went on and on. Originally, there were just to be about six. We exposed some of the conditions in the schools and shortly after those articles started the recommendation came from the school board to do the study on discipline which has been submitted for the record by Dr. Dimmick.

Here in Pittsburgh the community has been very alert to the problem of delinquents. We are at least focusing attention on it and talking about it and I think our statistical data shows that we are holding on delinquency this last 2 years, which is a credit to that effort, and the interest of the people in the community.

The Mayor's Civic Unit Council has in process now a continuing seven-pronged attack on delinquency. The Health and Welfare Federation has recently made a geographical survey of delinquency in Pittsburgh. You heard of Monsignor Quigley's study of delinquency. One study you have not heard of and that I would like to discuss a little bit in detail. It is a survey the Pittsburgh Teachers Association made in 1954. An awful lot of people couldn't believe that some of the things that were going on in the schools that we had been reporting. So the teachers made a confidential survey, and by the way, there was a 92 percent response on that. They find that of the 1,800 teachers in that particular academic year 66 had been assaulted in the classroom. Some of them were assaulted badly enough to have to go to the hospital and so on to get medical treatment.

Nearly 200 articles, personal articles removed from their desks, and so on, in the classroom and there were various other problems.

Of course, the experts have covered the narcotics problem and all these other problems.

From time to time, we will hear of an isolated case of narcotics in a high school or involving a teen-ager and so on. The most recent one was within the last year at South Hills High School. Fortunately, we don't have these gang problems, these vicious gangs, but we have gangs organized for other purposes and the police, of course, are always watching those gangs to see that they don't flare up into any kind of violent trouble as Superintendent Slusser pointed out.

In our streetcars and buses and so on, on the way to schools, or to athletic events and so on, I suppose our youngsters are just like they

are in any other city. They get a little rambunctious at times but there doesn't seem to be anything vicious about it.

They write on washroom walls and deface public property, do that sort of thing.

We have examples of a lot to commend, to recommend to the committee in Pittsburgh of the community's effort to get interested in this problem and do something constructively about it. The community councils of the Health and Welfare Federation are attempting on the neighborhood level to organize citizens and attack this problem and other community problems.

In the West End, for instance, there is a sports program where even a 67-year-old grandmother is a scorekeeper. Everyone in that community is out to try to keep the kids busy, keep them interested, and it is having a very fine effect on the rate of delinquency in that community.

At St. Michael's High School in the South Side, within the last year or so, they had one what looked like it might turn out to be a gang problem. At that point, everybody in the community got interested, particularly the church, and the school, and they got to keeping those children so busy now that they don't have time to get into any kind of trouble.

In some of these high schools where you find these various extreme cases of delinquency, for instance, one junior high school in the city, 12-year old girls were selling their honor for 25 cents. In that same school you find a group of the students who were interested in doing something about delinquency. In other words, these children came from the same neighborhoods, basically the same home conditions, and so on.

You find just this one small segment doing this terrible thing and the other children were interested in doing something constructive about delinquency on their own. So they went out into the community, tried to get headquarters for recreational facilities, and so on, and were doing a very wonderful job.

I have talked quite a bit with children who get into institutions and these children, in my estimation, and what they have told me, from what their parents tell me, are the real spoils of society. To talk to some of them would certainly point up the fact that we must spend much more money to try to do something for these children. Some of them feel that they have gone to the point of no return, actually. Their ambition, 13- or 14-year-old girl, when she gets out of a training school, for instance, might be to set up a house of her own. Several have boasted to me that on occasion that they will be smart the next time. They won't work for anybody. And this kind of thing is very disheartening.

Some of the children, of course, although we feel very sorry for them, we can see that they have had a bad deal all the way through, and so on, just don't seem to respond to an opportunity to better themselves.

We had one particular case of a teen-age girl who was picked up by the police. She at the time had run away from the school. She and the gang of juveniles had made arrangements to take a room across from the police station one morning and just for the fun of it they were going to shoot up the cops at report time.

This girl also had marks all over her body. When she would go with a boy or girl she would burn or cut the names or initials in her arms, and so on, and it sounded like an isolated case but actually this was the custom and accepted thing in her circle.

We ran her story in the paper and the response was tremendous. People wanted to give that girl everything under the sun. They wanted to take her into their homes. They wanted to give her an education. They wanted her to forget her past. Wanted to give her a fresh start, and some little lady mortgaged her home to get the girl out on bail or bond, or whatever you call it.

This girl did very well for about 3 days and then she was picked up for being implicated in a car-stealing ring. So there was one case of a spoiled society who has, who was just bound and determined that she wasn't going to go straight.

Mr. BOBO. What she needed was treatment rather than being released to someone who would pamper her and so forth.

Mrs. McCORMACK. I understand this particular girl is getting all kinds of treatment. I ran into a psychiatrist who was handling the case in a State institution and they are using this new peace-of-mind drug on her, thorazine, and she seems to be responding very well. But take the pill away and I wonder just what might happen.

Most of the other people who are scheduled to follow me will talk about some of the positive programs we have here and I feel that since the time is so short I certainly do not want to take it all myself.

Chairman KEFAUVER. Well, we certainly are grateful to you for giving us this report.

Do you want to say a word about the correctional institutions here? You have had some difficulty with them? Do you think they are adequate?

Mrs. McCORMACK. I will do that, but first may I go back and put a postscript on what you said just now, before you said that?

I have followed these hearings very carefully and I would like to thank you, Senator, and members of your staff and your committee for the excellent work you have done and all the excellent helps you have put in the hands of people like myself who are interested in the problem.

I have a copy of each of your reports and they are well thumbed, not only by myself but teachers and other people who are interested in children. They all find them, as you know, very helpful and it is certainly a great contribution in this fight against delinquency.

Chairman KEFAUVER. Thank you so much.

Mrs. McCORMACK. In this matter of institutions, we have a little local problem.

Chairman KEFAUVER. I was talking only about institutions for juveniles.

Mrs. McCORMACK. For juveniles, that's correct. It seems in Pennsylvania, according to a survey made by the University of Pennsylvania Institute of Local and State Government, the big trouble is, so far as institutions for juvenile delinquents are concerned, that there is no system in the State of Pennsylvania.

We have what amounts to a hodgepodge. We have private institutions, some that are semiprivate. We have institutions operated by the county governments and one institution for juveniles operated by the department of welfare.

We have, in the department of justice, several institutions. It is just a tremendous hodgepodge.

Chairman KEFAUVER. You don't have any centralized direction?

Mrs. McCORMACK. That's correct.

Chairman KEFAUVER. Of the effort.

Mrs. McCORMACK. The feeling seems to be of the experts who made the study that the juveniles are really being shortchanged; that until there is some kind of a coordinated system these children just will not be able to benefit at all from being in even the best institutions because even the best institution winds up being a strong link in a very rusty chain so that the recommendations have been to try to set up within the department of welfare a classification center to have the juvenile court judges or the judges in charge of juveniles commit the children directly to the classification center in the department of welfare.

Then the department of welfare being the master coordinating agency for the various institutions would assign this child after these things, and so on, to the institution which it feels would benefit the child most.

This, of course, is just purely blueprint. There is no legislation behind it at this point. It is just another attempt to solve the problem.

Of course, the money has a lot to do with it, Senator, as you know. It is a very expensive thing to have institutions. It is a very expensive thing to operate these institutions. Perhaps prevention, no matter how expensive it is, would be a much better bargain for the taxpayers in the long run.

Chairman KEFAUVER. I think you are exactly right about that. Money for schools and for institutions in case kids get in trouble is a very necessary investment.

Well, Mrs. McCormack, we appreciate your statement. We hope you and your people will keep up your good work and that you will continue your interest.

Mrs. McCORMACK. Thank you very much, Senator, on behalf of my paper and myself. We thank you very much for inviting me.

Mr. FULTON. I want to thank Mrs. McCormack for her good statement.

Chairman KEFAUVER. We have two witnesses remaining.

First we have Mr. Edleston here, and then we are going to hear about the Hill City youth, the so-called block project, from three witnesses, and I believe that will conclude our hearing. I am sorry we have had to run as late as we have.

Mr. Edleston, will you come around?

#### **STATEMENT OF HAROLD EDLESTON, HEALTH AND WELFARE FEDERATION, ALLEGHENY COUNTY, PA.**

Chairman KEFAUVER. First, you are Mr. Harold Edleston and you represent the Health and Welfare Federation of Allegheny County?

Mr. EDLESTON. That's right.

Chairman KEFAUVER. How long have you been the head of the Health and Welfare Federation?

Mr. EDLESTON. I am research director, for the past 3½ years.

Mr. CHUMBRIS. Would you give the address for the record?

Mr. EDLESTON. 200 Ross Street.

Chairman KEFAUVER. All right, sir. You proceed in your own way.

Mr. EBLESTON. I think I should begin by explaining what the federation is just so you can get an idea of what I have to say, better idea of what I have to say later.

We are a volunteer association of almost 200 governmental and local health, welfare, and recreational agencies in Allegheny County. Through our medium the various agencies meet together and work on problems which are common to all of them, make studies of unmet needs in the county, and try to work together to devise methods of meeting these needs. We have been concerned about the problem of juvenile delinquency along with all the other health and social problems in the community and we have done some studies.

Mrs. McCormack referred to one of them, which is the geography of juvenile delinquency in all the work that we have done.

In all our accomplishments one thing stands up more than anything else, and that is, I believe, that we lack real concise information which gives us a perspective of the overall need in the community. We have bits of information here and there. We have opinions of individuals working in the various programs, but we really don't know in any concise and systematic way just what the overall situation with respect to juvenile delinquency is.

We have a very satisfying relationship with the juvenile court in which we analyze figures which are provided to us by the court by geography.

Mrs. McCormack referred to that also in her talk.

This most recent study that we made does not help to unravel the complex problem any more than a lot of other things that have been done. The study that we did in 1952 and 1953 shows that at the time, that in the city of Pittsburgh the rate of juvenile court dispositions was over 2½ times that of the rest of the county.

I have been a little bit intrigued here by the fact that most of the testimony is concerned with the city of Pittsburgh, and we must remember that at the present time the majority of the people live outside the city of Pittsburgh, in the county.

The 1950 population census showed that about 60 percent of the population lived in Allegheny County outside of Pittsburgh and at the present time I would assume that the proportion is close to two-thirds out and the other third in.

The services which are available in Pittsburgh are much more well developed than is true for the county, and I think every metropolitan area has this problem.

The thing that makes us somewhat unique is the fact that in most large areas, the central city contains the greatest part of the population and the suburban areas the lesser part.

Now, the fact that there is more, higher rate of delinquency in the city at first glance would seem to be contradictory to the fact that there are more services available in the city. This is one of the reasons why this whole situation becomes so obscure.

You can use these statistics to prove almost any point you want, and perhaps the fact that the one possible interpretation is the fact that 2½ times the rate of the cases occur in the city may be due to the

fact that services are so much better that these cases are detected more readily and referrals are made more frequently to the juvenile court as against the county, the rest of the county.

When Inspector McKnight was testifying, it occurred to me that the fact that he had worked out this relationship with the court for the police department of Pittsburgh might be a reason for the higher rate of referrals.

Then I wondered what the situation was in the 128 minor civil divisions outside of the city of Pittsburgh. Our organization recently brought to gether all of the individuals and organizations whom we felt were most intimately concerned with this problem of delinquency. They came to the conclusion there should be a citizen group brought together representing these various organizations who could work together to coordinate the various health, welfare, and recreational activities.

In arriving at this conclusion, they looked at all of the various special delinquency projects that have been conducted in other cities under social agency auspices and concluded that there didn't seem to be any indication for that kind of a program here, but that what we should do before we did anything else was to determine what we have available and how we can best strengthen them, what health, welfare, and recreational services there are which should be coordinated, and ways in which the agencies might work better together.

There was recognition of the fact that juvenile delinquency has many causes. I am sure this is not a new idea. We recognize that it may be a mistake to try to oversell some services as the panacea for the control of this delinquency problem.

If we are going to offer, if we are, over the long run, going to do something about delinquency, it means a strengthening of the variety of services in the community that deals with the problem. It won't do much good to increase other school services, for example, if at the same time some of the children were on aid-to-dependent-children program and come to the school hungry because their allowances on the aid-to-dependent-children are not adequate, or it won't do anything very much for children, too, if recreational programs are provided for them, when at home their parents are sparring and there is an upsetting emotional situation which the recreation program cannot by itself tackle.

So that our feeling was that our present services, such as family counseling, institutional care of dependent and neglected children, public assistance to families, and all of these other things should be given attention and strengthened wherever possible. And if all of these agencies together do a good coordinated job, that in the long run that is the best way for handling the delinquency problem.

To pick up any one of these services and play it up as the panacea is being quite naive and I think the sooner that we recognize the fact that we need a full constellation of community services, the better progress we are going to make in the whole problem.

Chairman KEAUFER. All right, sir.

Mr. Chumbris, do you want to ask Mr. Edleston any questions?

Mr. CHUMBRIS. No; I have no questions.

Chairman KEAUFER. Do you, Mr. Fulton?

Mr. FULTON. Are you agreed that adequate school facilities are necessary as a basic premise because when students don't have them

it is one of the greatest causes of lack of programs, lack of opportunity for the children?

Mr. EDLESTON. That is absolutely right. My only point is that that should not be oversold as the sole solution to the problem. That, along with adequate school facilities, classroom services, we must have the auxiliary services that go along with school services.

Now, the city of Pittsburgh, for example, has a very excellent home and school visitor program. It probably could be better but when you compare that to what is available to residents in the county, the county situation pales by comparison. Out of the 128 minor civil divisions, I am not sure that there are more than a dozen school boards and I don't know the facts about this—that is one thing I am not clear about—but just after talking briefly with some of the people who do know, it seems that there are not more than a dozen that have qualified home and school visitors to work with the problem children and the children whom the teachers identify in the classroom who need more time and skilled help in working out the problems fully.

I don't want to take too much time.

Chairman KEFAUVER. Well, I thank you very much, Mr Edleston. We are interested in your future progress.

We appreciate your contribution.

Mr. FULTON. Thank you, too, for a good statement, Mr. Edleston.

**STATEMENT OF FREDERICK McKEE, CHAIRMAN OF THE BOARD,  
HILL CITY YOUTH MUNICIPALITY; ACCOMPANIED BY CARL E.  
REDWOOD, ASSISTANT DIRECTOR; AND JAMES J. ROBINSON, IN  
CHARGE OF BLOCK PROJECT, PENNSYLVANIA**

Chairman KEFAUVER. Mr. Frederick McKee is chairman of the board of the Hill City project which we have heard a great deal about. Mr. McKee is an old acquaintance and friend of mine. I have known him in connection with many projects and efforts in the Nation's Capital.

I believe Mr. McKee will make an introductory statement.

Mr. Carl E. Redwood is the assistant director and I think he will explain what the Hill City project is and that you will make some recommendations, is that right?

Mr. REDWOOD. Yes, sir.

Chairman KEFAUVER. Mr. James J. Robinson, I believe, is in charge of the block project. "Jimmy Joe" I believe is the famous football player, University of Pittsburgh, who played professional football. Not as far back as I played football, however. We honor you for the place you have made in the sports world.

I want to put in this record that I think any kid, regardless of his age or color or who has the ability to make a football team, it is a bad thing for anybody to question his right to play. I just want to tell you people up here that I don't think any thoughtful people in the South paid any attention or went along with some suggestion which I thought was very, very unfortunately made by one of our southern governors.

Now, Mr. McKee, we will hear from you at this time.

Mr. McKEE. In 1938, Col. George Fairley, who was then the director of public safety of the city of Pittsburgh, learned of a police-

man in Columbus who had had considerable success in curbing some juvenile gangs and he, after hearing his story, employed the late Howard McKenzie, who was then connected with the central YMCA.

Mr. McKenzie was made a detective and Colonel Fairley asked the council to approve a new bureau, the Friendly Service Bureau, which Mr. McKenzie was first a member of and then the director as several others were added to his staff.

Mr. McKenzie found that very soon that while he could restrain these gangs from some of their lawbreaking, he needed considerably more; that he needed recreation for them.

He first tried to have meetings in vacant storerooms or any donated space and finally found Mr. Hendel who had a moving picture theater with two floors above it and Hill City was then organized.

But he found that there was more that needed not only restraint and recreation but the necessity of developing a sense of responsibility in the children.

So he had this idea of creating a youth municipality in which the children would elect their mayor, their judge, their defense and prosecuting attorneys, their investigators, and that gave them a sense, for the first time in many cases, of belonging to something, of having a responsibility to their fellow juvenile citizens and to the community at large.

Well, as they developed, it was seen that there was a need for citizenship participation, both for additional funds and guidance, and Hill City Youth Municipality was organized as a charitable organization under the laws of the State of Pennsylvania as a board of 50 people of various walks of life, including three of the judges of the city of Pittsburgh.

Very briefly, it operates in this way: It now has its own building, which is located on Bedford Avenue, and hopes to be able to build an addition shortly to its facilities.

Chairman KEFAUVER. Mr. McKee, how large is Hill City?

Mr. McKEE. Well, there are approximately 1,200 children enrolled in various activities, but with some duplications. There is first the general organization of Hill City with its mayor and other officers. There are specific types of recreation, such as the wood and radio shop. There is also the band.

Chairman KEFAUVER. I didn't mean to get you off your general theme.

Mr. McKEE. There are Boy and Girl Scouts. There are these particular types of activity which Mr. Redwood and Mr. Robinson will discuss that are rather unique.

First, the crime prevention clubs in six of the schools of the Hill district. Then the junior and senior bar associations and the court trials and finally the block club work.

First, I want to make it clear that in no way does Hill City move over into the sphere of the excellent work being done by the juvenile court.

The purpose of Hill City is prevention. Even getting into a juvenile court is a crossing of the line for children and if you can prevent them from crossing the line they will have their natural restraint from fear of being in a court. So that it is an attempt to cover the period before they reach the stage that they have to go to court.

The child, one of the problems there on the Hill is that it is not only an area of the lowest income groups, a very great many of the children are from broken homes or common-law marriages. There is no home restraint and little at home to be constructive.

This combination, we call it at Hill City, the three R's: Restraint, recreation, and responsibility—is particularly important with children with those very limited opportunities.

He saw, however, that something was more needed, that you could help the child, that you couldn't really do a job with him unless you helped his environment.

Therefore, he started in to organize some block clubs among the parents and that ought to try to improve the home environment.

He was not, in the early years, able to devote enough time and only had a few clubs organized, but through the grant of two different foundations we have been able to have a full-time man on the organization of these block clubs among parents and other adults in various sections to not only deal with the physical situations, the cleaning up of the homes, things that Mr. Robinson will tell you about, but to try to improve the background conditions of these children.

One of the important things in dealing with these children is, as was pointed out in the excellent series of meetings last week in juvenile court, that the child has to accept discipline just as he has to accept his education.

He is more likely to accept that when there is involved in it children of his own age.

To some extent in the court cases he is judged by his peers, which is a good Anglo-Saxon legal term. He will take the judgment of the other children usually better than he will something that is imposed from an adult. We think that that is one of the important features in the organization of Hill City, the crime-prevention work and the crime cases.

I would like to turn this over to Mr. Redwood, who is in charge of the crime prevention clubs, the junior and senior bar association, and the Boy Scouts.

Chairman KEFAUVER. All right, Mr. Redwood, you may proceed.

Mr. CHUMBRIS. May I ask Mr. McKee one thing?

Chairman KEFAUVER. Mr. Chumbris wants to ask you a question.

Mr. CHUMBRIS. Mr. McKee, the Kauffman Settlement House—is that a similar plan to the one that you have?

Mr. McKEE. The Irene Kauffman?

Mr. CHUMBRIS. Yes, sir.

Chairman KEFAUVER. That is here?

Mr. CHUMBRIS. Here.

Mr. McKEE. I don't want to speak for somebody else's operation. I think that it is a very good thing largely along the general settlement-house plan of operation. Maybe Mr. Redwood can answer that question better than I could.

Mr. CHUMBRIS. Someone suggested there might be a possible consolidation of the two, to avoid duplicity.

Mr. REDWOOD. There is a chance that there might be a little overstrain, and responsibility. But we don't mean to overlap any other program.

Now, whenever we feel that a child needs definite recreation and training, then we would send him to a recreational agency because we are not able to give him that type of training.

So I think that would answer the question about the Irene Kauffman Settlement.

I began with Hill City in 1949. At that time there was a problem existing in the district. There was a problem in the district of gangs. We could name 24 gangs and with them they had juniors so that made 48 gangs we could name in the district at that time.

And the agencies got together because they were very much concerned about the problem and they wanted to do something about it and didn't know what. But we got together and finally decided that the agencies would work on the angle of treating them as they existed right now and that Hill City would work on a different type of program which would start way back and try to train children so that they wouldn't want to belong to gangs in later years.

Therefore, in 1949, I began the Hill City crime-prevention program where I went to five schools in the Hill District and organized what we called crime-prevention clubs.

At that time, it was a very new idea and the boys and girls didn't take to it too readily because of some of the feelings that they had about Hill City, I believe, but after a period of about 6 months we got the boys and girls to accept the crime-prevention clubs and since then our crime prevention club movement has grown.

Now, instead of having an average of 15 members in a group, we have an average of 50 in each group for 6 clubs instead of just 5 clubs.

I meet with the clubs at the R. O. McKelvey School, the Letsche School, the A. Leo Weil School, the Miller School, the R. L. Vance School, and the Fifth Avenue Junior High School.

In these clubs, we try to teach the boys and girls good citizenship. The clubs are made up of boys and girls and their ages are from 8 through 12, usually excepting in the Fifth Avenue group, which is the junior high school group and that age would run from 12 probably up to 14.

In these groups we not only teach them something about good citizenship, but we also try to teach them that they have to accept a part of the responsibility for what happens in their communities.

For instance, around Halloween time you have Crime Prevention Club members who are set up in squads and they are assigned to whatever stations there are to watch fire alarm boxes to see that no false fire alarms are turned in.

I think in doing this, which has become a known thing, every boy or girl in the district knows that we do that around Halloween time. Therefore, we have a very, very fine record about false fire alarms around Halloween time in that we don't have any now.

The last 3 or 4 years we have not had any at all on Halloween night, that is, false fire alarms, because we have set up this system of firebox watchers.

It helps to stop fighting because if you want to be a member of the Crime Prevention Club you have to take a pledge. In taking this pledge it includes being a good citizen and being a good neighbor and helping keep your playmates out of difficulty and in setting a good example for your fellow playmates.

Now, we also do something else for these boys and girls in the Crime Prevention Club because just by having citizenship meetings I don't think we could keep them. We have as an incentive to become members of the Crime Prevention Club, we take hikes to various points of interest in the city when the weather is good. We take trips to places of interest like the Heinz plant or the Rixey cream plant or one of the steel mills or the flower show.

We take those types of trips to give the boys and girls an incentive to want to belong to the crime prevention clubs.

At the end of each school year we have a Crime Prevention Club conference and a picnic which we hold out at one of the county parks and at that time we give awards to the boys and girls who have been the best citizens and usually 1 boy and 1 girl will win a bicycle and about 50 others will win roller skates just for being good citizens over a period of a year.

The result is that there are a lot less windows broken in the schools. We have letters from principals of the schools who have said that our program has helped them immensely in that one respect and also we have fewer false fire alarms all during the year and we have less gang activity and fewer fights.

At one time, at Herrin Hill Junior High School, one of the junior high schools in our district, you would be called almost every day to come up and help break up a fight because the boys would come out and they would congregate down at the corner and the first thing you know there would be a fight. But the cooperation with the Block Club movement and with the Crime Prevention Club members helping, we were able to eliminate that by the members of the Block Club coming along and seeing to it that their boys and girls went home and just their presence on the street meant a lot to the boys and girls and made them want to go home instead of just standing out there fighting.

Mr. CHUMBRIS. I understand your record shows that there has been no vandalism whatsoever in churches; is that correct?

Mr. McKEE. That's right.

Mr. CHUMBRIS. Complete elimination of it?

Mr. McKEE. Complete elimination of it within the last 5 years, I would say.

Mr. CHUMBRIS. Still a little vandalism on schools?

Mr. McKEE. There was some vandalism in the school recently which was the first for over a year, I believe, and that was at Letsche School, where I have a club, by the way, and I am sure that none of the gang that did it were members of my Crime Prevention Club. I think that we pried into the personal problem there which they had with some teacher or someone in the school, and on another one from another school not in the district.

The Hill City Bar Association is another phase of the Hill City program that we should talk about because the Hill City Bar Association is something that you don't usually hear about among youngsters. This is where the youngsters really start doing something about their problem, and their problem is delinquency.

Whenever any of their playmates gets into any type of difficulty it points a finger at every teen-ager who lives in the city so that at Hill City we have a junior bar association made up of the lawyers and the judges and the district attorney and the people who work in the Hill City court.

Those people, they are trained by myself and by lawyers, young lawyers from the Bar Association of the City of Pittsburgh, who come up and give of their time to help us with our court procedure.

I think that we have one of the most efficiently run courts that I have ever seen. We try to influence trends in behavior. For instance, a boy goes in a grocery store and he sees a chance to take a penny piece of candy, and he takes it. The storekeeper doesn't think that is bad enough to take the juvenile to court, but he does think that somebody, that something should be done about it, so he calls Hill City and we will go there and we will ask the parent to bring the boy into our building and we will talk to the boy and the parent and at that time we will make the parent understand that our court is not a court of record, but that we think that something should be done to make her son realize that he shouldn't be stealing from anyone.

So in our court we have, by the way, our court on Thursday evenings and usually will have a mock trial but at some time we have real cases like the one about the boy who would steal the candy.

Mr. CHUMBRIS. The children are the judges and the jury and the prosecution?

Mr. REDWOOD. The judge is 17 now and has been a judge for 4 years, and the district attorney is 16. We have a prosecuting attorney, and a defense attorney who is 16, and the rest of them range from the age of 12 through 16 or through 17 in the senior bar association and we take them at 11 and 12 into the junior bar association where we start their training period and graduate them from the junior bar association to the senior bar association.

In a court trial the witnesses are questioned by the prosecution and defense attorneys and after they are heard, the defense, the witnesses are heard and then a jury has been picked and the jury listens to all this. The jury are the boys and girls from the courtroom also.

After this is over the judge will, if the defendant is found guilty, the judge will pass sentence, but the unique part of the setup is that our judge always blames everyone in the courtroom for whatever has taken place with that defendant because we take on that night, we take everybody out of every activity that we have and have them in the court. The judge usually starts off by reminding that everyone is his brother's keeper and if they had been on their toes that such a thing as this wouldn't have happened.

Somebody saw this kid go into the store; somebody probably knew of his intentions and since no one did anything about it that person who knew about it is just as guilty as the boy who is on the stand.

It is not just this boy who is on the stand, but it is everyone who is on trial here tonight.

Chairman KEFAUVER. What happens if he finds the boy guilty?

Mr. REDWOOD. Yes, sir. The guilty person is sentenced from several weeks to 2 or 4 months' probation. Probation means that the boy will have to come to Hill City during our open period from 7 to 9 in the evenings and take part in some activity that we have at the building. We have plenty of activities that a boy might take part in and those include the woodshop, the camera club, cadets, Boy Scouts, the Cub Scouts, band, and club groups, which are all open and at his disposal.

After his probationary period is over, he will have watched all of these during his probationary period and after his period is over he can join either of these groups he would like to join.

Mr. CHAMBERIS. Instead of depriving him of privileges in the club he is forced to do certain things?

Mr. REDWOOD. He has to come in the club with his parents' authorization.

Chairman KEFAUVER. How far is it out to Hill City from here?

Mr. REDWOOD. 2038 Bedford Avenue, about 5 minutes.

Chairman KEFAUVER. I would like to see it in operation sometime.

Mr. REDWOOD. Will you be here long enough this time to come?

Chairman KEFAUVER. I don't think I can come this time, but I would like to come, certainly. I will keep in touch with Mr. McKee about it. Let's hear from Mr. Robinson a while here, Jimmy Joe.

Mr. McKEE. May I say this, that Mr. Robinson is talking under a little handicap because the first man who was in charge of the block club work did such a good job that another social agency recently took him, and Mr. Robinson is quite new.

Chairman KEFAUVER. He may be new now, but he will catch on pretty fast and he will do a good job.

Mr. ROBINSON. I am not speaking as an authority.

Chairman KEFAUVER. You are a big man. Speak a little louder.

Mr. ROBINSON. I will just go on and tell you what has happened since I have been here and give you the rundown on what has happened, the purpose, and so forth.

The purpose of these block clubs—since Hill City is a crime prevention organization, these clubs are really to reach the children through the adults and to create a better understanding among the neighbors. It has an outward influence on the children because a lot of the children in the Hill will come from some pretty tough situations and betterment through the organized clubs can take place if there is any better understanding among neighbors. Children are good mimics; they can catch on from their parents, through adults.

As Mr. McKee told you, these clubs were started by Mr. McKenzie in 1939 and 1940. But, since Mr. McKenzie had other duties, he had a great many other responsibilities, he had to quit, and then they were organized again by Mr. Bob Ruffin in 1954, whose footsteps I am following in.

He did such a very good job and he was commended pretty highly through newspapers and other things for his good works.

By the way, the job, the work that I did was working with children, not the adults.

At the beginning, I have only been there 2 months, and I am more or less finding it kind of hard because it is easy to deal with children and it is pretty hard for me to deal with the adults sometimes.

So most of my new groups—there are 6 groups, 6 clubs that I have now—I had hoped to have 2 new clubs after the holiday season starts and then 2 new clubs that I have which makes 8 altogether, new groups that I have 2 new ones of that I have started, I got through Mr. Redwood and his crime-prevention clubs and through the PTA and some of the members of this new group that I have, I hope to have after the season, Christmas season, is over, are from the parents of Mr. Redwood's crime prevention and the ones that are actually interested in going out and doing a job instead of mothers having social groups like what I call tea drinkers, that I can meet with them and socialize when they have meetings and sit down and talk to them, and I can have a good time but nothing accomplished.

So I would prefer to go out and shed off some of the deadwood in these groups that aren't actually interested in doing anything and work with some of the people who are actually interested, like the ones who go to PTA meetings and who have children in these crime-prevention clubs.

As I said before, I have six organizations working, organizations that I work with now. They have their own presidents, they have their secretaries and treasurers and in other words, just go there and if I can help them in any way and advise them, that is what I do.

I will give you just an example of one of the groups like I have one of the groups here, the 2600 Webster Avenue group. This club, when I say 2600 block, it is in the vicinity of 2600 block, just what it means.

And, of course, people come from around there and if there is no club around there they can come and join if they want.

The president and people of the group want them. And recently, well, before I got there, one of the neighbors—this is just an example I am trying to put before—one of the neighbors was sick; the wife had a pretty large family, she was sick. And she got quite a few children and she couldn't help with the children so this 2600 block club is one of the older clubs so they pitched in and they cook for the family and washed clothes and helped them financially in any way they could.

Besides that, they had social organizations and from the money they raised, like in the club and the teas that they had, they send three young boys to camp in the summertime, which was pretty good.

I will take another group which is the Oregon Street group. They had a cleanup campaign last summer where they painted porches and they tried to clean off the vacant lots around them and did all sorts of work like that.

In fact, they were encouraged by Mr. Ruffin before, and they did such a good job that the landlord was so impressed by what they had done in painting and cleaning up and so forth that he went to work himself and fixed up some of his rundown houses and made for a better neighborhood and other people caught on to the group and as a result I imagine he had a few new members, too.

They held street bazaars and dances and they raised something like \$400 and they wanted to clean off one of the vacant lots in the neighborhood, right in the neighborhood there, and make a playground out of that.

So they were going to hire a bulldozer and clean off that lot if they could get permission from the city to erect a playground, but I think it was personal property so they couldn't do it.

So, instead, they took the money that they had raised from their bazaars, street bazaars, and the dances and their talent shows through the children and what they had done and they outfitted the baseball team. I don't know if it was a girl's baseball team or mixed. I think it was a little of each, 1 boy and 1 girl—2 of them.

Chairman KEFAUVER. One boys' team and one girls' team?

Mr. ROBINSON. They had a mixed up group, boys and girls. I will take this last group here which is a little different group. They are one of the more recent groups. It is called the Whiteside Neighborhood Club. I don't know if you knew too much about Whiteside, the new tenant house they have just built up here.

When they first moved in, they had a little racial problem, I think, and of course I was in Canada at the time but this group that I have

now, it is the only mixed group that I have. And both Negro and white come out and they both see that they have a problem and they come out and they work together and recently there was a little boy—I don't know if you read in the paper or not—a little boy on Bedford Avenue. In fact, it was Whiteside Road which is not very far from Hill City, a little boy was hit and killed just below the corner of Patrick and Bedford Avenue. It hadn't been the first time there had been an accident there. It is a pretty tough corner. You can come going east off Bedford Avenue and they can come off that hill there pretty fast.

Anyway this little boy was killed and the people were up in arms and they tried to get a stop sign or stop light there before and they came to me and I was just new there and I told them that we would get together and write some sort of letter to Mr. Gettings, the traffic bureau of planning, and maybe he could help us.

So I called him and I wrote the letter, devised the letter and wrote the letter. He sent someone out to investigate this particular place that I had called him about. When he came out, it took about 3 weeks, but there is a school right across from there, McKelvy School and it is pretty tough, too, for the kids—no stop sign there.

They only have little schoolboys there trying to help the children across the street.

Finally we got a stop sign and that was quite a boost. It kind of gave me a little more incentive and it felt to them and made them want to do just a little bit more work.

That is just about all I can give you on my group here.

Chairman KEFAUVER. That is very interesting, Mr. Robinson. I think I once said to you gentlemen and others who are interested in this Hill City project that that is one of the grassroots efforts to do something about your own problem and in attempting to solve it, to grow strong in the process.

I have seen here the Block Club Gazette for December which I think is very interestingly gotten up. We are going to file this as an exhibit to our testimony, to your testimony here.

I have a copy of the Hill City News which is for December 1955, which is a 4-page attractively written news magazine.

I see on the third page a little item that Mr. Frederick McKee reports that lack of funds makes it difficult for Hill City to do the kind of job it can do and makes it impossible to properly care for all of the youth that need Hill City.

I just hope, Mr. McKee, that people of this area and elsewhere will appreciate what you are doing for the kids in this section and therefore for the entire community; that they will respond.

I think of no worthier cause that they can assist in.

We appreciate the time that you have given and your statements have been very good.

I think Congressman Fulton will want to ask a question or make some observation.

Mr. FULTON. I think we here today all want to compliment Hill City on its wonderful work and the interest of Fred McKee and the ones who are making this succeed.

We are proud of you in Pittsburgh.

Mr. CHUMBRIS. I would like to ask you just one question.

Do the boys within your project refer to you as the former football player and pro football player? Do they recognize that fact? Let's not be modest because this is important.

Mr. REDWOOD. They recognize it because I have had him with me at my crime prevention meetings and I have introduced him and they remember the name from Pitt days and they recognize it now; all of them recognize that Jimmy Joe Robinson works at Hill City. They work at that.

Mr. CHUMBRIS. Because that is one of the particular things that the subcommittee is interested in.

Mr. Chairman, our United States marshal, Mr. DeMalio, who was talking to me about that very thing yesterday, about star football players and star baseball players who would create an inspiration in work of this type after they get through with their careers—they go right into this type of work and they are an inspiration and a model to these younger kids. That is why I am glad that these kids do recognize the fact that you are a great star and you have played the game clean and now you are going into this type of work and making a livelihood out of it.

Mr. REDWOOD. Mr. Chumbris, there is a young man here who says he worked with the Senator in Nashville, Tenn. He says he served on your committee in Nashville. He is sitting right here, Bill Powell.

Chairman KEFAUVER. Bill, come around up here and let's see you. Are you living up here now?

Mr. POWELL. Yes; I have been here in radio for a year and a half.

Chairman KEFAUVER. Yes, I know you, Bill. You have a radio program here now. I remember you down at Nashville. It is good to see you.

Mr. POWELL. Do you remember Pie Hardison?

Chairman KEFAUVER. Yes, I do.

Mr. POWELL. I recently returned to Nashville where Mayor Ben West proclaimed August 5 as Bill Powell Day, which I still have my youth organization there, over 1,500 or maybe I guess about 3,000 teenagers in clubs which I hope to help in that work here in Pittsburgh in helping Hill City.

Mr. REDWOOD. He has done a lot for us.

Chairman KEFAUVER. You certainly did a great job in Nashville. The organization you started has been proving very beneficial to that city and of great interest. I know you work closely with Mr. Allen Dobson of—what do you call his organization?

Mr. POWELL. Youth, Inc.

Chairman KEFAUVER. Here is a mighty good recruit for you. He knows how to do it.

Mr. REDWOOD. He has been helping us a lot.

Chairman KEFAUVER. We hated to lose you in Tennessee but if you had to leave the Volunteer State and come up here I am glad to hear you are doing all right.

Mr. POWELL. Thank you.

At one time they wanted to support me to run for city councilman of that area but my mind was in radio and I supported Mayor West and also Robert Lillith. I know you know of the city councilmen. He supported the good Senator, too. I was on the Kefauver Committee for President which was supported by Vanderbilt University at that time.

Chairman KEFAUVER. He has always helped me, you and Dr. Lee McLean out there.

Mr. POWELL. That's right.

Chairman KEFAUVER. So that shows he is not only able but very intelligent, too.

Mr. POWELL. Thank you.

Chairman KEFAUVER. Thank you very much, gentlemen.

I believe that is all the witnesses we have, Mr. Chumbris.

(Discussion off the record.)

Chairman KEFAUVER. I have here a brief summary of findings, preliminarily, and also some expressions of appreciation to our judges and our good marshal and his deputies and to their secretaries, everybody who has helped us so much with our hearing here which I am going to have printed in the record without reading them in detail.

(The summary statement referred to is as follows:)

CLOSING STATEMENT BY SENATOR ESTES KEFAUVER, CHAIRMAN, SENATE SUBCOMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY, AT PUBLIC COMMUNITY HEARINGS IN PITTSBURGH, DECEMBER 7, 1955

I am about to adjourn this hearing. Before I do, I want to thank everyone who has testified here today for their fine contributions to this record.

As I stated at the opening of the hearing, we are here primarily as fact-finders. We desire to shed light on problems related to juvenile delinquency which Pittsburgh has experienced in common with other communities across our Nation.

When I return to Washington, I shall weigh the testimony we have heard, in company with other members of the subcommittee, and relate it to the findings of our staff.

It is too soon, of course, to evaluate fully the worth of the many and varied programs to meet and control delinquency which have been described to us so fully. One thing, however, has been clear since the start of our hearings: That is the fact that the testimony we have received in Pittsburgh constitutes a body of constructive information which will have significance for this Nation long after the members of this subcommittee and the distinguished citizens who appeared before it have disappeared from the public scene.

The subcommittee considers this hearing to have been among the most important it has conducted in any section of the country.

Each one of the approaches we have heard to delinquency control through the home, the church, the school, and health and welfare agencies, will have value for cities far removed from Pittsburgh in helping them to orient their own approaches to social problems among children. It is our intention to bring these plans to the attention of the Nation.

Here, as elsewhere, the great display of interest in the problems of youth on the part of individual citizens, service clubs and fraternal organizations, educators, church groups, police officials, judges, and social workers clearly indicates that America is aroused.

Each community must study its own delinquency problem and assume responsibility for taking comprehensive, integrated, and specific action to solve its problems. As an investigating body of the Federal Government, this subcommittee is prepared to recommend remedial action on a national level. But the basic problems must be met at the local level.

If we are to raise a fine generation of responsible citizens—and I believe we are—a better understanding of the child problem by the whole community is essential. Private and public agencies which are at work removing the causes of delinquency and substituting in their place constructive forces, should be encouraged and supported financially by the community.

Here in Pittsburgh, we have learned that you are doing a fine job of holding the line against juvenile crime. Your leaders have been most frank in saying that a great deal still remains to be done.

I am convinced that Pittsburgh will lick this problem if its citizens display the same public spirit in this area that they have in improving other conditions.

Here in Pittsburgh—as Mayor David Lawrence pointed out this morning—you

have made great forward strides in rebuilding your city. It is truly a program whose effects have more scope than a changing skyline and smoke-clean skies.

For building fine buildings is not enough. Building good citizenship should be our real goal.

Pittsburgh's consciousness of this truth is evident in the manner in which you are striving to improve recreational facilities, to upgrade your housing standards, to enlarge your employment opportunities, and to stimulate better health conditions.

Pittsburgh's improvement program has been a communitywide effort, and its results have stimulated communitywide confidence, and pride and respect.

I urge you to stimulate that spirit—to channel every resource in the community into an all-out drive to eliminate conditions that contribute to delinquency. And I urge you to work closely with other communities throughout the country in providing more and better opportunities for America's young people.

The future progress of Pittsburgh, and the future well-being and security of our Nation, hang in the balance. Community effort, at the local and national level, will swing the balance toward an ever-brighter future.

Before I close this hearing, I wish to express the subcommittee's appreciation to Mayor Lawrence and to Allegheny County Commission Chairman John J. Kane for the courtesy and cooperation they and their staffs have extended to us. Mr. Walter Giesey, of the mayor's office, has been especially helpful.

Thanks are also due to Chief Judge Wallace Gourley, for the use of this hearing room, as well as to Mr. James Wallace, Jr., clerk of the United States district court.

The subcommittee is deeply appreciative of the courtesies of Chief Judge John Biggs, Jr., of the Third Circuit Court of Wilmington, Del., and of United States District Judge Rabe F. Marsh, and of United States District Judge John W. McIlvaine.

We are grateful for the aid we have received from Mr. Malcolm Anderson, the United States district attorney, and from his secretaries, Miss Stella Kourakos and Miss Teresa Zarr.

Mr. Albert Di Meolo, the United States marshal, and his deputy, Andrew Turick, have been most kind, and we wish to thank them.

A special word of appreciation is due Mr. James Hamill, superintendent, General Services Administration, Mr. Earle P. Shomb, assistant regional director, Bureau of Mines, Mrs. Louise W. Kennedy, administrative assistant, Bureau of Mines, as well as Messrs. R. W. Myers, S. D. Roscoe, M. Reiness, and others of the Bureau of Mines staff. All of them contributed much time and effort to facilitate the preliminary work of the subcommittee staff.

And I wish to extend the sincere thanks of the subcommittee to the representatives of the press, radio and television who covered our hearing in such competent fashion today.

Finally, I wish to express my personal thanks to Congressman James G. Fulton, a longtime friend from Washington, who has been good enough to sit with us during the hearing today and contribute his special knowledge of conditions in the Pittsburgh area.

Again, I want to extend the thanks of the subcommittee and its staff to everyone who has assisted with the preparation and conduct of this hearing. I assure you that the transcript of the hearing will receive strict and prompt attention in Washington.

Chairman KEFAUVER. By way of summary, I did want to say that I think this has been a very useful hearing. Our staff has arranged splendid witnesses.

In Pittsburgh I had the very definite feeling that there has been much progress made in the past, in recent years, in improving the face of Pittsburgh, in reconstruction, elimination of smoke, many fine institutions. There is a good civic spirit.

We have heard from the city officials, people in the department of education.

We have heard of what is being done in the churches along religious lines.

The Hill City project is one of the most interesting I have heard of. The testimony shows, as was stated at the beginning, that Pitts-

burgh is holding the line, that there has not been a large increase, not as large an increase here as there has been nationwide in delinquency.

I think it is only fair to say, however, that there is still much to be done in youth opportunity and in dealing with the problem here in Pittsburgh.

I was impressed with the fact that good services of schools have not been carried on. Some have been discontinued which everybody seems to agree would be helpful, but it was because of some difficulty in the tax situation.

I am certain that the good citizens of this section will know that money for schools must be found if Pittsburgh is going to continue its progress.

The superintendent of police seems to be an efficient, honest man who has come up through the ranks. Inspector McKnight seems to have good qualifications. It is also quite apparent that they need more assistance, more help to handle juvenile offenders.

The cooperation between the Narcotics Bureau in the enforcement, between the voluntary agencies, those dealing with schools and other avenues is very good.

So that I think the determination to make even better progress, and in dealing with young people in the way of schools, enforcement, in other ways is certainly marked here in Pittsburgh as I look for and I hope for the same kind of advancement in this social field that you have had in the field of facelifting and reconstruction and slum clearance and matters of that kind.

I want to thank the marshal and his deputies and everybody again who has cooperated with us, the press and the radio, everyone who has testified.

I want to especially thank Congressman Jim Fulton for his sitting with us during these hearings, his help and his participation.

Congressman Fulton, do you want to make any observations as we close our hearings?

MR. FULTON. I want to say we are proud to have you here, Senator, and we hope to have you sometime not too near in the future in another capacity.

Chairman KEFAUVER. I think I will ask that to be stricken from the record because I am just a Senator and very happy to be a Senator.

MR. FULTON. This has been a very fine hearing, seriously, and has been of great benefit to the community and I am sure to the Nation.

Chairman KEFAUVER. We are certainly grateful to you.

Well, I think this committee will be continued in the next session. I think it will and we will keep in touch with what happens with a great deal of interest in Pittsburgh. Maybe later on we will come out and have another hearing to see what advancement has been made in the interim.

I should like for the people here to know who are interested in the problem that as Mrs. McCormack stated, we do have reports, experiences in other cities which are available to anyone who may want to have copies of them.

Mr. Chumbris, do you have anything to add?

MR. CHUMBRIS. Only one thing, Mr. Chairman, and that is the matter of the correctional institution at Morganza, which the staff of the

subcommittee has gone over some of the material, but since the State legislature has had its own investigation and the report will be due in a week or so, the subcommittee has decided not to go into that matter at this particular hearing but will look with interest at the findings of the State legislative committee.

Chairman KEFAUVER. All right, sir.

We will insert at this point in the record the statement to be submitted by Judge Gustav L. Schramm, of the juvenile court, who had to go to Philadelphia and was not able to return in time for the hearing.

(The statement is as follows:)

JUVENILE COURT OF ALLEGHENY COUNTY,  
Pittsburgh, Pa., December 14, 1955.

PETER N. CHUMBRIS, Esq.,

*United States Senate Subcommittee on Juvenile Delinquency.*

*Washington, D. C.*

DEAR MR. CHUMBRIS: Please convey to the Senator and his committee my deep regret that I was not able to be present at the hearing in Pittsburgh on Wednesday, December 7. By the time I returned to Pittsburgh it was obviously too late for me to get to the hearing.

Our Mr. Bowser was present during the day and reported to me the very fine way in which the hearing was conducted and the contributions which were made by various citizens of our community. I am especially pleased to know that the Senator expressed a favorable opinion of the juvenile delinquency situation in Allegheny County and the work of our court.

I am sure that you will be pleased to know that the Grand Lodge of Masons, of Pennsylvania, at its meeting on December 7 in Philadelphia, amended its constitution by establishing the children's service committee as a permanent committee of grand lodge. We are very hopeful, therefore, that the institute will continue as part of the program of the committee in the manner as suggested in the enclosed memorandum.

I am also enclosing a copy of the program of the first session of the institute.

Apparently, the institute was well received. I hope that it will be of service in helping the juvenile court judges of America to better meet our official responsibilities to troubled children who are brought to our attention.

If there is anything further that you would like to have from us for the committee, please do not hesitate to get in touch with me.

Sincerely yours,

GUSTAV L. SCHRAMM.

#### THE COURT HEARING AS PART OF THE TREATMENT PROCESS

By Hon. Gustav L. Schramm, president judge, juvenile court of Allegheny County, Pittsburgh, Pa.

One warm sunny day, as I was walking along the riverfront and saw the sunlight on the waters, I looked up at the high walls of the building in which I was to speak. There were bars on the windows, and the lights were glaring from inside. I wondered what I, as one person, could do to meet such a tremendous power for evil as was symbolized by the walls of a penitentiary. I walked up the steps and the doors were thrown open. Apparently I was eligible for admission to a penitentiary. As I walked in, a guard came rushing up to meet me and shook hands vigorously, saying, "My boy is doing all right now." It all personified itself to me as I thought that this father might have had to meet his own boy at the gate of the penitentiary if you and I, if all of us working together, if the community, had not been able to help that boy in time.

#### TALKING BACK TO A JUDGE

I was escorted to the platform of a large auditorium and looked down upon hundreds of men, sitting around in all sorts of poses, apparently not particularly thrilled by the prospect before them. Having so much time on their hands, I presume they thought they might as well attend. I told them that I had been asked to speak to them on the place of a child in the home and in the community. I told them I thought such a title too general; I would rather talk

to them about my job. I asked them to tell me then, from their experience, how I might do a better job to keep boys and girls from growing up and going to such a place as this. I told them this was one time, at least, when they could talk back to a judge and that it wouldn't hurt them a bit. I could see smiles flitting across their faces. Some had talked back to a judge, and it hadn't been a very happy occasion. They took me at my word. I had a rather vigorous time. Many were rather sour and disillusioned. Life had been harsh. Here I was asking for it, and they were quite willing to let me have it.

Quickly, however, they sensed my challenge and wanted to give me the benefit of their experience and their thinking, so that the younger generation, through me, might benefit. I was much impressed with the thought expressed by one after another that if there had been one person, at least one person, interested in them as human beings, they might not have been where they were. Of course, this probably is an exaggeration; yet we do not have enough facilities to meet the problems of all persons, nor do we know enough about human nature to sense all the problems that any one person may have. However, I am quite convinced that the right contact at the right time could have saved the great majority of these men from a life of crime. We are largely what we are by reason of the contacts we have had with other people, bringing out what is within us. If we look back in our own lives, I am sure each one of us will remember a parent, a teacher, a friend, or perhaps several people if we're fortunate enough, of whom we say, "That person meant something to me;" perhaps more than that person himself realized. We in turn are influencing the lives of others, perhaps more than we realize. Human conduct is to a large extent determined by human contact.

We all want to have a sense of belonging to people who really care. We want some recognition for what we may be able to do well; and we must all learn to play the game according to the rules. It is especially important that children during their immature, impressionable years be able to find themselves in good relationship to the world about them. It is in the relationship of one with another that these elementary factors in human life become real and meaningful. Therefore, we in the court setup are trying to put into effect in our contacts what is fundamental in all human relationships.

Many people think of a court only as something cold and impersonal and punitive. In a juvenile court we are particularly directed to consider the needs of the individual child and the welfare of the community. As a juvenile court we are not a criminal court for children. We are not a criminal court at all but instead we are authorized to act in loco parentis, somewhat like a court of equity, in individualizing those who come before us.

#### REMOVING THE BLINDFOLD

Another way of illustrating it would be by considering justice blindfolded, holding a scale, allowing the facts in the case to tip the balance. Thus, justice is no respecter of persons and there is no one above the law. That is our ideal of justice in our adult world. However, with children we know that they are still in the formative period of life and we are, therefore, in a juvenile court directed to remove the blindfold to see the child and to take him by the hand, so to speak, and lead him to firmer ground.

In such a court the judge has an unique opportunity to personify the interest of the community in the child, to compliment him for his good deeds, however minor, and to encourage him to correct his defects so that he may get along better and merit our increased approval. In other words, we have a chance to accentuate the positive and to help children to learn that rules are reasonable and suitable for us all and that we must play the game accordingly.

How can we as judges put into practice these objectives? Of course, we must have preparation for our contact with the child. It is important that a staff be organized to bring to the attention of the judge all the available information he may need concerning a child's family, his physical and mental condition, his school adjustment, his religious, and community contacts—anything and everything that will distinguish him as a person. I like to receive the reports of the officer at least a day in advance of the hearing so that I may, the evening before, read over the reports calmly and thoughtfully without the pressures of time and people and consider what is basically the problem with this youngster.

The first time I asked for these reports, shortly after my induction into office, members of the staff in their tactful way attempted to point out to me how busy

they were and how difficult it was to get the papers and reports ready in time for the hearing. I agreed with them but indicated that I was still anxious to have them before the hearing; and, if necessary, we could postpone the hearing a day. They realized that I was serious about it, and we have had the reports accordingly on schedule. These reports have enabled me to make my contacts with children individually meaningful rather than a mere appearance. Youngsters are quick to see right through us; and unless we are prepared to do our part in accordance with what we say, the children will play us accordingly.

In opening our sessions, we invite everyone present for hearing to come into the courtroom, where we repeat in unison the pledge of allegiance to the flag. This serves a twofold purpose: First, it enables us to start our sessions on the proper patriotic and judicial note—justice for all. In the second place, it enables the people to come into the room to see what it looks like and, perhaps, also to see what we look like, to relieve somewhat the tension of waiting hours, as it may be, until their turn arrives. As the pledge is completed, everyone withdraws from the room except the clerk and the stenographer. I am now ready for the problems of the youngsters.

The probation officer comes into the room and discusses with me his report. It gives us a chance in a few brief moments to bring our thinking together. We usually then invite into the room those who are professionally interested, lawyer, clergyman, teacher, social worker, and others who are willing to consult with us. If the family has retained an attorney, we have him come in first and alone so that we may ask him to work with us as an officer of the court, as well as in his capacity of attorney for the child and his family, to reach a sound solution. We exchange information and approach the whole matter from an inquiry point of view. I am quite certain that lawyers respond wholeheartedly to such an approach as professional and civic-minded, responsible members of the community. The attorney then stays right with me to the end of the hearing.

#### MAN TO MAN

After we have had a chance to consult with those who have come to the hearing on behalf of the child and the family, including those who have complaints to make, I find it suitable to leave the courtroom and go to a small adjacent room where I may sit down alone with the child. To me, that is the heart of the work. As we sit down together, very frequently the boy is surprised. I don't know what judges are supposed to look like but, obviously, many boys are surprised when they see me. You know how frank youngsters are if you give them half a chance. I said to one boy who seemed so much surprised, "Well, what did you expect?" "Oh," he replied, "I thought I'd see some old sourpuss," which I immediately accepted as a compliment.

Another boy leaned over to me very earnestly and said, "Let's talk man to man," which may sound very flippant but is exactly the idea when any one of us is in trouble; we like to sit down with another person and have a heart-to-heart talk and feel that that other person is really interested in us. In such a setting with a boy I can use language which he understands. There is no attempt at patronizing him or of his putting on a show. As each boy is a new challenge to me, I certainly have no feeling of boredom. If there were others present routinely and we came to talk about matters in a way that perhaps had been used before, there would be a subconscious relaxation and feeling, "Well, here comes that routine again!" But with me as an active participant, there obviously cannot be such a feeling.

If, for example, a boy shows some hesitation to tell me the whole story, I can readily say to him, "When you are ill and go to see your doctor, do you try to fool your doctor?" Invariably, he expresses great surprise that anybody could be so foolish and says, "Of course not." I can then say to him, "Well, it's the same with us. You're young. We can help you more if you tell us everything than if you fool us." For just a moment I'm on trial. He looks me over. Can he trust me? If I can pass that test, it is one of the most humbling experiences to have a youngster just pour out his heart and tell me what perhaps he has not been able to tell any one else before, not even his own father or mother. At such a time particularly one wants to call upon the best within one's self and in the community to help that boy meet his problem.

#### A BOY'S FUTURE

Also, in such a setting, a boy can speak his own innermost thoughts without unpleasant distraction. I recall talking with a 13-year-old who had been a lookout for others in a burglary. As we were sitting there talking, he told me, "You

know, I didn't wait until the others came out. I went home." I asked "Yes?" He answered, "You know, I got to thinking about it. Why, there's no future in this for me." If that boy had been in a room full of people I'm sure you will agree that there would have been a spontaneous reaction of smiles and, perhaps, laughter, and the boy might have thought to himself, "I said the wrong thing. They're laughing at me." He would have been hardened by such an experience. Instead, I could say to the lad, almost biting my tongue off, "You're right, son, there's no future in that for you," and encourage his naive expression of wanting to be on the right side and a member of the community's team.

As we are talking together, I can say to him again in his language, "Now, if you fumble the ball, I can't pick it up for you." He quickly understands that while we are all on the same team he has a part to play, and no one else can play it for him. Very frequently he will smile and say, "I understand," which gives me a feeling of response that is often accentuated by a handclasp. Or, again in the boy's language, he will often say, "I won't let you down." He sees that we are in this thing together. If we have gauged accurately his ability as well as his desire to respond, we have stimulated a positive reaction which will, we hope, as time goes on, with the help of such others as the family, the probation officer, or the training school, complete the process of rehabilitation. We, as a symbol of society, have a chance to set the tone, to have the boy feel our interest in him. It isn't necessary to make a speech. The fact that we sit down alone with him when he knows that we are busy with many others as well must give him a feeling of significance, of belonging, and of individual worthiness.

Again, as we are talking, I can compliment him on the good features of his adjustment. That often comes as a surprise because he has been more accustomed to negative comments. For example, parents will often say to me, "Did you give him a good scare?"—as though I could put on my fiercest expression and scare a youngster into behaving. I don't think it would last very long even if I were to try. In fact, I have the impression at times that these youngsters have been scared already by experts and that the competition would be too keen. Many of them do receive a pat on the back but only in one place; it isn't distributed enough. Too often, there is correction without enough encouragement. There is the example of the father who was surprised that his boy was in trouble. "Why," he said, "we just beat the life out of him every day."

Some time ago a woman called me on the telephone and asked me, "What happens to bad little boys?" Before I had much chance to reply, she rattled off a long list of things as though she were repeating from me and said, "Oh, thank you." I'm quite sure some little fellow was sitting near here, getting an awful idea as to what would happen to him if he ever got into our clutches.

The other day a little girl came into the juvenile court building carrying a bag of clothes. All that she could tell us was that she was "bad." She couldn't even tell us her name or where she lived until we got her quieted down enough to tell us how to reach her parents. Of course, by that time they were frantically running around trying to find her. They then told us that as they passed our building from time to time with her they would point it out and say, "You see, that's where you're going when you're bad," until at last I suppose she thought she might as well get it over with; and so she came in to see what we were like.

The negative approach may do much harm. I recall a chief of police (and I'm glad to say he's no longer a chief of police) in one of our communities, a chief not at all representative of the modern, progressive police point of view, who told me how he enjoyed putting youngsters in cells and seeing them turn white. He thought that was the universal cure!

As I sit talking with the boy, I am mindful that many of these lads have had the rules of the game changed on them in the midst of the game. Very often we find that the father has one set of rules and the mother another. The rules perhaps are different for Mary and for John. The rules may even vary from one time to another according to how the parent feels about the situation. Perhaps the most difficult thing for a child to understand is how a parent can say one thing and do another. Very often parents will say to me, "I didn't tell him to do that." Yet, by the parents' own behavior in breaking rules, the lad must have the impression that rules are a matter of convenience and desire, not applicable to all of us at all times as we go through life.

In the "man to man" contact, we can point out again in his language how we are trying to make the best of our own abilities and yet live within a social order. At times, for instance, a boy will tell me that he doesn't like to go to

school. I may then say to him, "Well, there are a lot of things I don't like to do either; for example, when I'm driving my car and I come to a red light, very often I don't feel like stopping." And I'll say to him, "Would it be all right if I just went right through?" He usually is amazed at my suggestion and says, "Oh, no." And I ask him why not, and he says, "Well, it might cause an accident. It's wrong." I say, "Would it be all right if the police officer standing there saw me go through and would say to himself, 'Oh, I suppose he doesn't want to stop today?'" The youngster's reaction is very amusing as he quickly senses that he has been going through red lights, as it were; and then he will indicate that he wants to be a good sport and obey the rules. As I say, these are delicate moments that might enhance or harm, even by the tone of voice, the way in which the relationship is established and carried on. A child's future is at stake.

#### PARENTAL RESPONSIBILITIES

We, of course, will go back into the courtroom and talk with the parents and face them with their responsibilities as to their own part in the matter and their duty to the boy; but if we can avoid having weaknesses in the family dramatized in the boy's presence, we may help to build rather than break family ties. There are times when I feel it suitable and necessary to bring a boy into the courtroom to establish clearly in the minds of the parents and, incidentally, for our record, the facts of the boy's involvement, especially if there is the slightest question raised by the parents as to his knowledge of the facts. It is then a good precaution; although our usual difficulty in a juvenile court is not so much to establish facts but to find out the why of them and how we may provide help. After we have talked with the boy and have reached a rapport in our private conversation, he is likely to respond even in the presence of his parents, who may be somewhat defensive and protective. I have been amazed at the strength of children in sticking to the truth even though their parents may be implicitly or even directly urging them to be forgetful.

Fortunately, as a juvenile court acting as a court of equity and not as a criminal court, in order to meet the needs of individuals we may be flexible so far as procedure is concerned, keeping within the broad fundamental rules that govern any judicial procedure. It lies within the judge's power to understand these rules and to apply them to meet his great challenge and opportunity in serving the best interests of the child and the welfare of the community.

By these direct contacts with children the judge will also strengthen his belief in the essential soundness of human nature. Frequently, my friends tend to sympathize with me because I have so many serious problems to deal with daily; and while I in no sense wish to minimize the heartbreaks and tragedies that do come to our attention in the lives of children who have been misguided and who may have made a mistake in the choice of their parents, I believe as well that a juvenile court judge has the best opportunity of seeing how children do want to respond properly if given half a chance, if we as adults are able to do our jobs well.

Let me tell you the story of "Grandpa." He was a 14-year-old boy in our detention home. Several days after his admission the other boys started calling him "Grandpa." He never smiled. He seemed so sad, as though he had the weight of the world upon his shoulders—old man Atlas himself.

On a particularly warm day several of the boys had been helping in the clothing department; and, at the end of the day, the supervisor gave each of these boys a dime to go with him to the corner store to get an ice cream cone. As they were walking along, one of them, a juvenile delinquent you might call him, slid up to the supervisor and said in a whisper, "Mr. Schmunk, if you don't mind, I'd rather just buy a nickel cone and with the other nickel, if you don't mind, I'd like to buy a chocolate bar for 'Grandpa.'" Nobody ever comes to see him, nobody ever brings him anything." This little fellow, who had not much himself, was willing to share his all with another who had less. When he did get his ice cream cone, it disappeared like magic. He liked ice cream, but he liked even more to do something for another. Of these two, one was a white boy, the other a Negro.

Some time later I had my chance to talk with "Grandpa" and I asked him what he would like to have most of all. In his very solemn way, he turned to me and said, "A visitor," someone to come to see him, someone interested in him.

At the present moment in our detention home we have eight youngsters who are like "Grandpa," without anyone interested in them. A group of young ladies have asked to visit the detention home regularly and to act as foster

aunts, as it were, to youngsters in our building who otherwise would not have visitors. We shall be interested to see how that brightens the lives of these youngsters, so that when others have visitors they aren't standing by lonely and alone.

#### OUR OPPORTUNITY

We in the juvenile court are engaged in a great calling, the chance of serving humanity at a time when much can still be done, more certainly than at any later time. The pressure of time is always with us. As these youngsters grow older we know their habits will become more fixed, and it will be more difficult to help them if they turn onto the wrong road.

Some time ago when I was in Washington as a guest at FBI headquarters I was shown the fingerprint department. It was dramatic to have the total number of fingerprints on file at the moment shown on the wall like the number of your speedometer, the number changing right before your eyes as a new fingerprint is added. It made so vivid an impression on me that I felt like running home to see whether I could not do more to keep boys and girls from growing up to be added to the criminal rolls of the country; I knowing full well that when that record has been made they will be like water-soaked logs, sinking lower and lower, rarely able to rise to the surface again. There is much that all of us can do if we will only stimulate the community to recognize the needs of children. We must organize more effectively to meet those needs more adequately and, in that way, brighten the future for these children and for us all.

Some time ago I was in San Francisco and saw Treasure Island. I'm sure many of you have seen it—that huge island in that great, swirling bay, created entirely by man and connected with the mainland by marvelous bridges. Just a few years ago engineers would have said, "Impossible." Yet here it is. Seemingly, what man can dream in the scientific world he can invent, whether it be the electric light, the telephone, the airplane, the radio, radar, the atomic bomb, television—what knows what next? But as you look around in that same bay in San Francisco you see another island, Alcatraz—that pile of rock where some of our best known citizens are making a permanent residence. You must wonder, "Is that the best we can do? Necessary today, yes; but can't we do better tomorrow?" In that respect, I am reminded of the words of the retired warden of Alcatraz, James Johnston, whom I admire and who is certainly no sentimentalist. As Mr. Johnston puts it, "I am interested in prisons. I want to see them humanized, modernized, made more efficient; but the finest prison we can ever build will be but a monument to neglected youth."

Let us have the courage and the vision to do early what we shall otherwise be obliged to do late—too late. As we join hands, one with the other, and look into the faces of troubled children, may we catch at least a glimpse of the divine unity of purpose behind it all.

Chairman KEFAUVER. With that, we will stand in recess subject to further call of the Chair.

The hearing is now adjourned.

(Whereupon, at 6 p. m., the hearing was recessed, subject to the call of the Chair.)

## APPENDIX

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### EXHIBIT No. 1

#### RESOLUTION

*Resolved by the Subcommittee of the Committee on the Judiciary To Investigate Juvenile Delinquency in the United States*, That pursuant to subsection (3) of rule XXV, as amended, of the Standing Rules of the Senate (S. Res. 180, 81st Cong., 2d sess., agreed to February 1, 1950) and committee resolutions of the Committee on the Judiciary, adopted January 20, 1955, Senator Estes Kefauver (Democrat, of Tennessee), and such other members as are present, are authorized to hold hearings of this subcommittee in Pittsburgh, Pa., on November 29, 1955, and such other days as may be required to complete these hearings, and to take sworn testimony from witnesses.

Agreed to this 26th day of November 1955.

ESTES KEFAUVER,  
*Chairman, Subcommittee To Investigate Juvenile  
Delinquency in the United States.*

THOMAS C. HENNINGS, Jr.,  
PRICE DANIEL,  
WILLIAM LANGER,  
ALEXANDER WILEY,

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### EXHIBIT No. 5

A MESSAGE TO SCHOOLCHILDREN AND THEIR PARENTS IN THE CITY OF PITTSBURGH  
FROM YOUR POLICE BUREAU—JAMES W. SLUSSER, SUPERINTENDENT OF POLICE

(This pamphlet presented as a public service by Fort Pitt Lodge No. 1, Fraternal  
Order of Police—Joseph E. Stanek, president)

#### *To our schoolehildren*

Your parents, your teachers, and the Pittsburgh Police Bureau wish to **keep you safe and happy**. Always remember that your police officer is your friend. Always report or ask someone to report to a police officer or the Pittsburgh Police Bureau at Court 1-0300, the following:

1. Any stranger who tries to join in your play.
2. Any stranger who asks you to go with him.
3. Any stranger who tries to have conversation with you in the movies.
4. Any stranger who tries to touch you in the movies.
5. Any stranger who tries to have you disobey any of the rules in this booklet.
6. Always mark down the license number of the stranger's car, if any.
7. Always try to remember the description of the stranger.
8. Study these pictures and carefully remember what each one means to you.
9. Be sure to let your parents see this folder.

#### *To the parents*

Constantly remind your children of the following rules:

1. Never accept rides from strangers.
2. Never accept candy from strangers.
3. Always report any stranger seen loitering on foot, or in a car near schools, playgrounds, or other places where children assemble, to their teacher, police officer, school guard, mailman, bus driver, or parents.
4. Always try to secure the license number of the car, write it with a pencil or scratch it with a stick in the road or on the sidewalk with a stone.
5. Always try to get a description of the stranger.
6. Remind your child that the police officer is his friend and for the child to go to the police officer at any time that he is in trouble.

Remember, your care may save the life of a little boy or girl.

## EXHIBIT No. 6

## EXPULSIONS SET AS AID TO DISCIPLINE

(First of a series)

By Pat McCormack

Four hundred new teachers, expulsion of problem pupils, and making parents pay for acts of destruction by their children may curb the alarming increase in juvenile delinquency here, the Pittsburgh Board of Education revealed today in detailing an urgently needed, basic organization.

In a 32-page report of its probe on juvenile delinquency, the board's committee on schools and instruction listed those sweeping changes—and many others—as a passport to peace in the classroom.

But, at the same time, the board reminded that schools alone are not responsible for the training of future adults. It pointed out that the home, the church, the community, and mass media of communication (movies, radio, television, press) share the responsibility.

## OTHER NEEDS CITED

Several million dollars, public understanding, and change in State law will be needed if the schools are to help curb delinquency more effectively, the board underlined.

The latest blueprints for juvenile reform even suggests a new kind of high school—a cross between the present vocational high and the regular high school. It would be called a high school of occupations and is a must on the prescription for delinquency.

In their stern report on delinquency, the schoolmen point out that most of the trouble is coming from students 14, 15, and 16 years of age and that youngsters with lower I. Q.'s are the chief offenders.

The offenders are not committing petty offenses, the board explained. Several of them put teachers in the hospital last year. Destruction to property alone came to around \$45,000.

The probe of discipline was authorized by the board of public education last April, upon the suggestion of Superintendent Earl A. Dimmick.

Dr. Dimmick's request that a study of the problem be made came shortly after the Sun-Telegraph had begun an exposé of the juvenile delinquency situation in Allegheny County.

Countless hours were spent by the committee gathering material, studying it, and finally drafting the report presented to the board last night.

The committee held 10 meetings and considered reports from teachers, principals, counselors, home and school visitors, and administrative staff.

Members of the committee visited schools to see firsthand the actual condition of classroom management. They stopped off at juvenile court to observe procedures used in handling delinquents.

## NAMES OF PROBERS

Mrs. M. L. Aaron is chairman of the committee. Other members of the board on the committee includes Miss Laura Braun, J. A. Seigel, Mrs. Leland Hazard, Frank R. S. Kaplan, W. H. Rea, and Mrs. E. C. Reif.

Mrs. Aaron and her committee, in introducing the report, pointed out that the problem is not merely local, but worldwide. They explained:

"In any given locality, it involves the entire community."

All groups, locally and nationally, agree that the home has the primary responsibility for the rearing of well-disciplined, emotionally stable young people, the committee declared.

Even though delinquency and misbehavior make the teaching task more difficult, the school must create a situation in which learning can take place for those who are self-disciplined and responsible, the probers noted.

## SUPPORT NEEDED

Although other agencies (those enumerated above) share responsibility for training youth, the school, before admitting defeat, will attempt to compensate for failures on the part of home, church, community, and mass media of communication, the report stated.

But if the schools are to fulfill these added functions, they must be supported accordingly with both money and understanding, the board underlined.

Along this line, the study committee, while accepting the mayor's civic unity council report on delinquency, mentioned that the council failed to mention increased support of public education as one means of meeting the problem of juvenile delinquency.

Deinquents, the educators declared, are the joint product of an inadequate home and an unstable world. The schools have a responsibility, they said, for educating a new generation that can establish better homes.

#### CITE WORLD TENSION

A world of tension, they explained, can produce problems of behavior but the right education can help young people to face life with courage instead of cynicism and defeat.

School misbehavior and juvenile delinquency are not necessarily related or coexistent in the same individuals, the study group found.

The increase in bad manners, gross misbehavior, and genuine delinquency follows patterns of adult behavior, the committee underlined, adding that only a smaller percentage of students are involved—"perhaps no more than 3 percent."

(EDITOR'S NOTE.—Estimates nationwide are that the current concern over delinquency applies to about 1 in 34 teenagers. This would be about 3 out of 100.)

Looking at troublemakers, the committee found that the majority, "but by no means all," are in the lower I. Q. brackets between ages of 14 to 16.

#### TEACHER PROBLEM

It was also quite evident, the committee reported, that a significant proportion is found among students transferred to Pittsburgh public schools from other schools.

The problem of the poor teacher, like that of the bad pupil, was found to be small—but not acute. Poor teachers, it was pointed out, can be as damaging to a school as a few obstreperous pupils.

The committee apologized for concentrating on problems and weaknesses because "excellent work is being done by teachers, principals, and administrative staff."

The report analyzed in detail, the following:

1. School organization.
2. The classroom teacher.
3. Guidance and counseling programs.
4. Costs and priorities.

#### CHANGES OVER YEARS

Briefly, under the first topic, it was noted that a part of the trouble stems from the fact that the pupil of today is vastly different from that of 40 years ago.

Compulsory attendance laws, child labor laws and policies of pupil promotion have provided a high school population widely varied in interest and ability, the committee theorized.

In 1910, it was noted, 15 percent of the pupils of secondary school age were in school. By 1950, this rose to 75 percent, and at present rates of increase the figure rapidly approaches the 100 percent mark, the committee declared.

The high school teacher is caught in the middle, must teach what the majority of the heterogenous group can understand.

#### REVISIONS URGED

As a result, the tempo is a colorless mean, described by the committee as "too fast for the slow, too slow for the fast."

A program to suit was recommended.

It includes more classes for the mentally retarded, enriched programs for the mentally gifted, remedial classes in reading and arithmetic for the secondary schools, part-time work programs for the low-ability student, a special "high school of occupation," and an intensified academic program for the 20 percent who will go on to college.

(Tomorrow: Expel Problem Pupils? Make Their Parents Pay?)

## VANDALISM TOUGH ON TAXPAYERS!—\$33,698 DAMAGE TO SCHOOL WINDOWS

(Second of a Series)

By Pat McCormack

Taxpayers had to foot the bill in 1953 for \$33,698 worth of broken windows in Pittsburgh public schools. Only 5 to 10 percent of the breaks were accidental.

Students on a fling, ruffians out for a thrill, and "good kids" who accepted dares were responsible for the "nonaccidental" breaks.

They came from all parts of town, from both sides of the "track." There are no signs the glass breakage loss will be less this year.

Glass breakage is just a part of the total picture on property damage. Damage to books, plumbing fixtures, walls and desks rounds out the picture—although it doesn't tell the whole story.

Listed under property damage would be the ice cream party a group of vandals had when they broke into Langley High School recently.

The "kids" out for a good time pried their way into the cafeteria refrigerator, found the ice cream, then promptly started tossing it about.

From time to time, this sort of thing crops into the news: "Desks overturned, vandals ransack school."

This is "property damage" for which the taxpayer must foot the bill. School officials estimate less than 1 percent of the \$45,000 in property damage in 1953 was "reclaimed."

That's why the board of education's report on juvenile delinquency released yesterday, recommends that "parents be made to pay for property damage done by their children."

But it's not a thing that can be accomplished by just saying it. Before the board can start collecting from parents, it must promote the enactment of State legislation "making parents financially responsible for the willful destruction of property by their minor children."

To remind parents of the extent to which students are damaging property, a leaflet will be enclosed with reports when Junior and Jane take them home October 21.

## MAY CUT DAMAGE

The committee which probed juvenile delinquency feels this action may squelch some of the property damage. At least, it will inform parents of the distasteful situation.

The schools plan to adopt a much tougher policy on "expulsion," too. It is a matter of record that no pupil has ever been expelled permanently by the Pittsburgh Board of Education.

Under the school code, the delinquency committee pointed out, expulsion is recommended as an emergency measure to relieve schools of "intolerable tensions and disturbances which greatly hinder the educational program of the vast majority."

According to the present system, a problem pupil gets a suspension—a watered-down expulsion. The bad ones usually wind up in juvenile court, removing the necessity for a real expulsion.

## "VOLUNTARILY" EXPELLED

Some of the others, nearing 16, the "working" age, sweat out suspension, get a working certificate, and take themselves off the school's hands somewhat voluntarily.

But there are some "problem pupils" who fit into a "leftover" category. These are the ones the "tough" expulsion law is designed to deal with. For them, it will be "get out—and stay out."

The committee recommended:

"Such a pupil should be enrolled \* \* \* only after an interview between the parent or guardian and the principal of the receiving school."

A "significant proportion" of the Pittsburgh public school troublemakers transfer from other schools, the committee found.

A source of temptation to vandals and students with long fingers is the petty cash collected during drives conducted within the school year.

Last year, the pennies, nickels, dimes from youngsters for Red Cross, the Community Chest and March of Dimes amounted to \$42,281.

## TEMPTATION TO THEFT

As a rule, the money isn't left in schools overnight. In cases where it is left there, it is deposited in a burglarproof safe.

The committee studying discipline has found that even the burglarproof safes, when used, are a source of temptation. Also, the educators found that sometimes a few pennies were left in the school, out of the safe overnight. This adds to the temptation.

Hence the recommendation that the Board of Education provide for the safe keeping of such funds.

(Tomorrow: A raise for teachers?)

## ONE FACTOR IN JUVENILE DELINQUENCY—BIGGER PAY CHECKS FOR TEACHERS URGED

(By Pat McCormack—third of a series)

Bigger pay checks for teachers in Pittsburgh schools might help stunt the phenomenal growth of juvenile delinquency, the social ill which blights 1 out of 34 teenagers.

That's what the committee of experts who studied the problem say in the juvenile delinquency probe report issued this week.

Each \$100 raise will cost taxpayers \$275,000.

The average annual wage for teachers is \$4,800. A beginner in the system can make \$3,200 a year. The top teacher salary is \$5,600—provided the teacher has a master's degree. Otherwise, the top is only \$5,400.

## SALARIES TOO LOW

These salaries, many contend, are too low—considering what the teacher has to put up with in the classroom these days.

The school board points out that teacher salary schedules should be improved substantially.

Despite the cost, in a time when money is tight, there's a lot to be said for salary hikes, the school board believes. In its report on delinquency, the board pointed out:

"No single measure would do more to increase the morale and enthusiasm of school personnel on whom we must rely for maintenance of high standards in our schools."

## TEACHERS UNHAPPY

That many teachers are unhappy with their lot is far from a secret. A survey by the Pittsburgh Teacher's Association last spring revealed that 25 to 40 percent of the membership is dissatisfied.

The group represents 87 percent of all teachers in the Pittsburgh public school system.

The popularity of a high school education has been blamed for much of the teacher unrest.

The teachers have on their hands a considerable number of "misfits"—youngsters for whom the present courses offer little inducement.

## SOME CAN'T READ

It is estimated the rate of growth of the high school has been approximately 30 times that of the population at large.

Normal school behavior cannot be expected from pupils who are bored because the course of study offers too little challenge, or from pupils who have no chance for success and achievement, the school board believes.

In some of the high schools, there are youngsters who cannot read as well as average 8- and 9-year-olds.

This is the setting for the teacher in an overcrowded classroom. More money would make "putting up with it" easier, it is believed.

## TEACHER'S PROTECTION

To help bolster the teacher morale in Pittsburgh schools, the school board has decided that when a parent threatens legal action against a teacher or principal,

the board solicitor can be consulted with an eye to representing the teacher or principal in any legal proceeding—even going into court.

(Tomorrow: Our missing truant officers.)

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## ALL SHOULD JOIN PTA GROUP—SOME PARENTS SHARE DELINQUENCY BLAME

(By Pat McCormack—Fourth of a series)

If you're a parent and don't belong to a PTA, stand in a corner. Intentional or not, your disinterest contributes to delinquency.

Parents who, frankly, display no interest in what happens while Janie and Junior are in the classroom share much of the blame for juvenile unrest, the experts say.

That fact was highlighted by the Pittsburgh School Board's juvenile delinquency study, which stressed:

"In many communities \* \* \* schools are 'hampered' by lack of contact with parents."

Fifty-nine of the 121 schools operated by the Pittsburgh board have no parent-teachers' associations.

The dearth of PTA's is particularly evident at the senior and junior high school level, where ironically enough, the need is greatest.

## PRINCIPALS ACCUSED

Only two junior high schools have PTA's.

A spokesman for the parent-teachers' association, told the Sun-Telegraph recently that some high school principals "do little" to encourage development of PTA's.

Teenagers, too, prefer to discourage parental interest in such associations, the PTA official said. A PTA at the high school level is viewed by some as a throwback to the cradle. It's that bad.

In its analysis of problem behavior, the school committee on juvenile delinquency, however, makes it plain that active parent-teacher cooperation is urgently needed—and at once,

## COMMITTEE'S WARNING

The development of a positive, preventive program hinges upon that, the committee warned.

PTA's are one phase of the home-school picture. The "home and school visitor" program is another.

The home and school visitor is the truant officer of old. But he—or she—does not spend the day tip-toeing up to the old swimming hole to catch truants.

The task of the "visitor" has become more complicated, with work concerned as much with investigations of "problem behavior" in school as with truancy.

In the prevention of juvenile delinquency, the school is in a key position to spot early signs of maladjustment. The home and school visitor links classroom and home situation in a "program of prevention."

## COMMON SYMPTOM

Truancy in the early grades is cited as a common symptom of many delinquent patterns, the committee pointed out. Contacts by the "visitor" with parents whose children are truant often remedies the situation.

In some schools, the vital home and school visitor is without desk space, has no private quarters for holding interviews with children or parents, and has no phone except the one in general use in the school office.

The truant officer is busier than the proverbial bee, too. The average case load in Pittsburgh is 93 major referrals per month, as compared with 48 in New York, 57 in San Diego, 45 in Philadelphia, 26 in Indianapolis, 36 in Houston.

The committee urged more home and school visitors to bring the ratio up to the State recommendation of 1 for every 2,000 children, total public and parochial school population.

As an immediate start, four additional home and school visitors should be hired by January 1955, the delinquency probe committee warned, adding that the number should "increase steadily."

But adding enough visitors to bring the school system up to the suggested ration won't reduce the caseload per worker to any great extent because, as the committee explained, a large number of cases are not being met.

To further better the school's equipment for handling delinquents, the committee also suggested that the board of education hire a psychiatrist as consultant to the superintendent and to those members of his staff who deal with maladjusted children.

Clinical services for direct, intensive treatment of severely maladjusted children are needed but probably cannot be made available in sufficient quantity for many years to come, the committee observed.

But additional psychologists can help bridge the gap and should be employed, the experts said, so that special needs can be more readily identified and an effective followup program provided.

All of this will cost money—lots of it—in a time when the school board is short on cash.

(Tomorrow: Wasted Lives Versus Dollars.)

## SPEND MONEY OR WASTE LIVES?—SCHOOL PROJECT NEEDS MILLIONS

By Pat McCormack

(Fifth of a series)

What'll it be?

Several million dollars to implement the proposed delinquency prevention program in Pittsburgh city schools—or “wasted lives”?

The committee which analyzed the problem admits that a minimum program of prevention will cost more than \$3 million—some of which must be spent immediately.

Although the cost in dollars may seem high, it is “far smaller than the cost in wasted lives resulting from failure to provide such a program,” the experts pointed out.

A few of the recommendations can be carried out immediately and without any substantial expenditure of funds, but others require such large sums that they cannot be carried out at once.

### RECOMMENDATIONS

The committee grouped recommendations as follows:

Part 1. Recommendations that can be carried out with little or no additional cost.

Part 2. Priorities rated with reference to urgency and practicality and which will cost money.

To be accomplished under “part 1” are permanent expulsion in extreme cases of disobedience and misconduct. This will cost the schools nothing extra. It depends on a promised “get tough” policy.

Screening transfers—students who come into the Pittsburgh system from other schools—is another of the “no additional cost” programs expected to get underway at once.

### OTHER PROPOSALS

Other proposals under Part 1, are:

1. Promotion for enactment of State legislation making parents financially responsible for the willful destruction of property by minor children.

2. Enlisting help of parents in keeping down excessive losses from property damage.

3. Strengthening of programs in junior high schools, the most vulnerable area with respect to pupil maladjustment.

Helps for the classroom teacher, described earlier, and a better guidance and counseling program are included under part 1 also.

### “URGENT” NEEDS

“Urgent” changes, recommended for 1955, will cost \$396,400, the committee underlined. This includes the addition of four home and school visitors, truant officers, at a cost of about \$4,000 per year each.

A \$200 raise for district attendance office supervisors will cost \$1,000 more. Adding ten teachers of special education will up the salary budget by \$81,000.

In underprivileged communities, 40 teachers should be added to elementary and high schools, substantially reducing class size, the experts suggested. This will cost \$144,000.

Adding 15 vice principals to junior and senior high schools, another "urgent" need, will cost \$96,000.

Recommended for 1956 are additional services expected to take a \$526,000 chunk out of the budget.

Included in these plans is the addition of 30 teachers of special education, the elimination of the 2-school principalships, the addition of 13 home and school visitors, 25 counselors, and a staff psychiatrist—among other things.

Long-range additions, suggested by the committee, include addition of 400 new teachers, at a cost of \$1,500,000 a year. This is a move designed to reduce the average class size from 35 to 30.

This cost, high as it seems, is only part of the expense involved in reducing the pupil-teacher ration. It does not include custodial staff or additional rooms and furniture for the 400 "new" class units.

What about delinquency in the Catholic schools? There's a problem, Msgr. Thomas J. Quigley, superintendent of Pittsburgh Catholic schools, disclosed. Read about the "problem" and "cure" beginning tomorrow in the Sun-Telegraph.

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#### MONSIGNOR QUIGLEY'S STINGING ANALYSIS—DELINQUENCY STUDY PUTS ADULTS ON SPOT

By Pat McCormick

(Sixth of a series)

Delinquency—juvenile and adult—reflects the "departure from religious standards by the community as a whole," Msgr. Thomas J. Quigley, superintendent of schools in the Catholic diocese of Pittsburgh, reveals in a stinging analysis of delinquency.

Like the study recently released by the Pittsburgh public schools, the report from Monsignor Quigley and his staff has been touched off by, among other things, the mayor's civic unity council report on delinquency.

The council invited agencies to consider its report, either accepting or substituting its plan for reform.

The Pittsburgh school report, released last Wednesday, and this one, released and first published in the Pittsburgh Catholic, leaves five other of the invited to report.

#### ADULT DELINQUENTS

Pointing out that the adult delinquent should not be overlooked in any analysis of the problem, Monsignor Quigley views the juvenile delinquent as part of the whole. He wrote:

"There are delinquent lawyers, who drink too much; who stretch the rules of truth, honesty, and decency to make a fee; who see no harm in divorce; who indulge in villification and character assassination.

"The same can be said for some judges and politicians. There are businessmen who have long since forgotten what St. Paul said ('Let no man overreach or circumvent his brother in business, for the Lord is the avenger of all these things'), who say religion has no place in business or politics."

#### PARENTS SET EXAMPLE

It is difficult to convince a youth that it is wrong to steal, Monsignor Quigley explained, when he hears his own father, not the pictured delinquent father of the sociologists, but an upstanding businessman, member of the chamber of commerce, civic leader, boast of a sharp deal he was able to swing by a little political squeeze put on his competitor.

Delinquent, too, are doctors who "think of a dollar before a patient," the schoolman continued.

Facing the statistics on juvenile delinquency one is apt to jump to one of two extreme viewpoints, Monsignor Quigley explained. On one side, are those, he

said, who "overprotect and idolize youth." To them youth is never to blame, never responsible, always wonderful.

At the other extreme, according to the educator, are those who blame youth for every social evil and credit them with nothing meritorious.

#### DEFENDS YOUTH

The latter opinion, Monsignor Quigley writes, is "patently silly." Defending the majority of "our young people," he pointed out:

"They are students. They stepped out of the high schools and into our Armed Forces and won our wars. They are good, healthy, cheerful, alert human beings who have never seen the inside of a jail or a courtroom."

On the other hand, it is "almost as silly" to assume that all the excitement about juvenile delinquency is exaggerated, the educator noted. He explained:

"Despite all the good young people, one cannot deny that the number of the lawless keeps growing."

The schoolman scolded about child worshipers—apt to be found among social workers and some educators—who, he said, blame everyone but the youth who actually did the crime.

#### MUST FACE FACTS

These are the "there is no such thing as a bad boy" people.

Such a view, Monsignor Quigley believes, ignores the fact that the percentage of youth brought to the courts continues to grow each year.

(EDITOR'S NOTE.—Latest estimates from the staff of the United States Senate Subcommittee on Juvenile Delinquency warns of a 50 percent increase in delinquency by 1960.)

Referring to delinquency in the Catholic schools, the educator wrote:

"Our own experience bears out the opinion that children are much less respectful of authority, or of anything sacred, than they were 20 years ago.

"The Pittsburgh Teachers Association has shocked the public by its recent revelation of the number of times teachers in Pittsburgh public schools were struck by pupils and threatened by parents during the last year.

"There is evidence of a growing disposition to talk back and to sneer at teachers and rules in parochial schools and we have not been without our share of parental threats."

(Tomorrow—Teach or Police?)

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#### DELINQUENCY UP TO PARENTS, LAW, EDUCATOR HOLDS

By Pat McCormack

(Seventh and last of a series.)

School people should tell parents, businessmen, policemen, and everyone else: "Either discipline your own children—or keep them home and teach them yourself."

Those are the words Msgr. Thomas J. Quigley, superintendent of Pittsburgh Catholic schools, uses in making it clear to the community that schools—public and parochial—cannot assume even a minor portion of the blame for existing delinquency.

Children are in school for about 5 hours a day, 5 days a week, 9 months a year.

The remainder of the time, according to the educator's analysis, youngsters are subject to the guidance of their parents and under the influence of newspapers, comic books, radio, TV, the movies, and the cultural impact of modern politics, business, labor, entertainment.

#### IMPOSSIBLE TASK

Monsignor Quigley said:

"If all these influences tend to break down traditional moral standards, the schools face an impossible task of trying to uphold them.

"In fact, teachers have a right to demand of these other groups, including the law-enforcing agencies, some measure of immunity and protection from the blatant disrespect and lawlessness of students."

Although the statistics themselves are alarming the educator stresses the fact that statistics do not tell the whole story. There is no statistic for the number of youths who are never arrested, either because they are protected by their parents, or because they are guilty of delinquencies which are not crimes in civil law, he said.

In the area of sexual behavior, present-day juveniles undoubtedly accept standards of conduct far removed from those of a few generations ago, Monsignor Quigley explained. He said:

"Necking, petting, and steady company keeping (with no reference to subsequent marriage) is today not uncommon on the 8th and 9th grade level."

#### MAYOR'S REPORT CITED

Although none of this gets to the courts, or into the statistics, it is definitely delinquency in terms of Christian tradition, the churchman underlined.

Referring to the mayor's civil unity council report on delinquency, Monsignor Quigley explained that the Catholic schools' office was rejecting the report because it "clearly defines the shadow but fails to see the substance."

He said:

"The report is based on a socialistic philosophy which we cannot accept.

"One can easily read in this report the insidious socialism that makes society or the state the primary objective of human existence.

"In this report, it is always the social structure which must be saved, or reformed. The society is the important reality. The individuals mere parts of the machine."

#### THE CORRECT APPROACH

The correct approach, Monsignor Quigley noted, must begin with a "reform of individuals."

The educator praised the mayor's committee for "very fine and wise recommendations" concerning use of social agencies, psychological, and psychiatric resources, legal and economic programs to meet the situation.

Foremost in this effort must be the religious reform of the individual, he declared, adding that the perfection of society is not the problem. Monsignor Quigley added:

"Our approach is the reform of the individual, juvenile and adult. We do not believe that economic plans, or housing projects, or athletics, or hobby clubs, or the multiplicity of playground facilities will ever replace a healthy respect for the Ten Commandments of God as governors of good behavior."

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#### EXHIBIT No. 9

#### A JUVENILE COURT INSTITUTE

Today, a juvenile court institute is needed to develop the juvenile courts throughout America. In these critical times, it is necessary to put more and more into effect the high principles of parental justice through the judicial process proclaimed by the founders of the first juvenile court in the world in Chicago at the turn of the century. By developing and strengthening the juvenile court in every county in the United States, such an institute may well do for the emotionally crippled child, regardless of race, creed, or color, what the Shriners' crippled children's hospitals already do so magnificently for the physically crippled child.

In the next 3 years, it is conservatively estimated that over 1 million unhappy, disturbed boys and girls will come in contact with the juvenile courts of America. These young people are still in their formative years and, as such, are a part—a large part—of our greatest national resource for the future—our junior citizens. Accordingly, the juvenile court is designed to act as a parent would—or should—to salvage them from a possible life of crime in their more mature years. It is the juvenile court which society calls upon to exercise the power of *parens patriae* to correct and to guide these troubled, bewildered young people into a life of usefulness and, at the same time, to protect the community and to assure its future. It is a tremendous responsibility and opportunity which is entrusted to the juvenile court and, by the nature of its parental functioning, to the juvenile court judge.

The judge of a juvenile court enjoys a unique position. First, he has an enviable opening for service to the child in trouble and to his family; secondly, he has wide latitude for service to the community.

In a setting which may not be duplicated and which is thus denied to others less fortunate, the judge may personify—indeed, is directed by public mandate to personify—to the child and to his family interest, power and understanding. He may exemplify the desire of a community to help the child in the recognition of realities, in the acceptance of limitations, both personal and social, and in the achievement of citizenship stature. He may be the catalyst which speeds up a beneficial reaction between the individual and the society of which the individual is a vital part. He may, within the borders of a very brief contact, weave the first strands of a strong human relationship.

In a democratic society, courts are not expendable. It is important that their impact upon youth be constructive. However significant the contacts of others may have been, however thoughtful, it is given to the judge to enhance or to mar them. By the same token, the effect of those who follow is often measured by judicial skill. When a child at the vortex of trouble is recognized by the judge as a significant individual in the community, he may be expected, within the radius of his ability, to offer a positive response. Perhaps, for the first time, he will consciously choose direction to gain approval.

Such a role accepted by the judge is in keeping with the philosophy of a juvenile court. It is a positive role in which the judge, with the help of his associates, seeks to find out not only what wrong a child has done but to find out, if possible, where and how to help him with correction. It is a positive role in which the judge strives to protect the community from harmful behavior of misguided youth.

In discharging his commission, the judge is neither umpire nor arbiter; he is the one person who represents his community as *parens patriae* who may act with the parents or, when necessary, even in place of them to bring about behavior more desirable. As a judge in a juvenile court, he does not administer criminal law. The child before him is not a defendant. There is to be no conviction, no sentence. There is to be no lifelong stigma of a criminal record. In a juvenile court, the judge administers equity; and the child, still immature and unable to take his place as an adult before the law, is the recipient of consideration, of guidance, and of correction. The stake is no less than the saving of a human being at a time more favorable than any in an uncertain future.

Just how is the judge to rise to his opportunity? How is he to put into effect the philosophy of the juvenile court law? In what way can he, day after day with child after child, meet his responsibilities?

He must, first of all, recognize that each child is a distinct human being. He must be willing to enter into direct, personal contact. He must give of himself according to each individual need. He must, in countenance, in speech—yes, even in tone of voice—as well as in action, convey to the troubled child and to the troubled parent a composite impression of humbleness, of capacity to understand the personal stake, of wisdom to reach a fair decision. There is no place for ridicule or abuse or arbitrary display of power by the judge. No matter whether the way leads to probation, to placement in a foster home, or to training in an institution, there must be aroused in a child and in a family the willingness to work with officers of the court and the desire to cooperate in the reshaping of behavior.

Would that this were all. Achieving objectives presupposes more than outward expression of capacity. Broad education in the law, profound understanding of human nature, judicial temperament, infinite patience, sensitivity, kindness, firmness—these, well-blended with commonsense, constitute additional desirable prerequisites. Every one of them is insurance to the young person in trouble and to his family.

To do his best, the judge should avail himself of all resources and facilities in his community. At the forefront of these are his associates who, as court officers, investigate cases, supply data, present for his consideration thoughtful evaluations, and finally implement his decisions. In the vanguard, too, are the churches, schools, private agencies, hospitals, clinics, and children's institutions. If the work of the court is really recognized, the community will supply the most competent help available and will multiply facilities for treatment. It is the junior citizens who are to be served.

This concept of the judge's role cannot easily be translated into daily practice. No matter with how many he may succeed, there is a procession of new cases to challenge. Keeping up with them is so difficult that a systematic and yet flexible approach is indispensable. One should not forget that the juvenile court is young; that procedures are not yet fully developed; that there is, fortunately, no restrictive, detailed direction by statute. In consequence of this, the judge

acquires considerable discretion. He may think through what he would accomplish; he may try and try again to devise a better way.

Over a course of 21 years, we in Allegheny County have fashioned, step by step, methods which to us seem most effective.<sup>1</sup> Utilizing the widest range of skills to meet individual situations and problems; but, assuredly, in the development of procedures to the end that children may gain a heritage, no one knows all the answers. By pooling thought and experience, those of us privileged to work in the field may learn from each other.

Judges, themselves, are not unaware of their need for mutual consultation and education, exchanging experiences and learning from each other. Many of them are assigned to the juvenile court as an additional responsibility to their other judicial duties. Neither in law school nor in private practice have many of them been prepared for their responsibilities in the juvenile court. The lawbooks contain decisions upholding the constitutionality of the juvenile court and setting forth its broad, general principles; but there is little available for the conscientious judge in the matter of procedures. In the field of law generally, such as real estate, contracts, torts, criminal, taxation, corporation law, he moves within a field familiar to him with well-marked guideposts.

The National Council of Juvenile Court Judges was founded in 1937 in response to this need of judges to get to know each other and to learn from each other. At present, some 800 judges are dues-paying members of the council, which holds an annual conference in different parts of the United States. In 1950, at the Pittsburgh conference, the council authorized the formation of a corporation to act as a legal entity "to stimulate and conduct research and educational and instructive activities relating to the work of the juvenile courts throughout the United States of America and to further the betterment of the treatment and training of all children and juveniles coming under the jurisdiction of said courts."

Accordingly, the National Juvenile Court Foundation was chartered November 29, 1950, by the common pleas court of Allegheny County, Pa., as a Pennsylvania corporation. It has as members the more than 800 judges who are members of the council. It has a 9-member board of trustees who are elected for a 3-year term to bring about continuity. For income-tax purposes, it is recognized by the Department of Internal Revenue as an educational, nonprofit corporation. The foundation has taken over the publication of the *Juvenile Court Judges Journal*, now in its sixth year, as a medium of exchange of ideas and experiences among the judges. It has also published the first *Juvenile Court Judges Directory*. There is no question that much good has already been accomplished, but much—very much—remains to be done. The institute would go far to fulfill this need.

A group of 20 judges from different parts of the country could be invited to come together for a period of a week to observe a juvenile court in operation, ask questions, make suggestions, and help to formulate the best practices. Such a group could be scheduled three times a year, or more. Director J. Edgar Hoover has done much through the FBI National Academy to raise the level of law enforcement in the United States by having groups of police officers come to Washington for a similar purpose.

Intensive study and demonstration at the institute of good juvenile court procedures would enable each judge to return to his jurisdiction and conduct a supplementary institute for other judges in his surrounding area. A manual for judges would naturally come out of the institute and would be a valuable aid for the judge as he returns home and for the other judges who would learn from him. A dramatization, such as a motion picture, would greatly enhance the work of the institute in its educational functions. The journal and other special publications, such as the manual, would bring to every judge in the United States assigned to the juvenile court the fruits of the institute.

It is recommended that the institute be established at the juvenile court of Allegheny County. The juvenile court of Allegheny County is 21 years old. It is the only separate juvenile court in Pennsylvania and one of few such in the United States, devoting its entire time, attention, and thought to serving neglected and delinquent children. It has received national recognition in that the judge is a past president of the National Council of Juvenile Court Judges and a past chairman of the Pennsylvania Council of Juvenile Court Judges. He is the chairman of the board of trustees of the National Juvenile Court Founda-

<sup>1</sup> See the Court Hearing as Part of the Treatment Process, Schramm.

tion as civic-minded Pittsburghers have contributed the major amount of its also the visiting instructor at the FBI National Academy on the juvenile court.

Pittsburgh is ideally situated geographically as it is within a few hours' transportation of the majority of the population of the United States. It has demonstrated financial interest in the work of the National Juvenile Court Foundation as civic-minded Pittsburghers have contributed the major amount of its funds to date. It is the home office of the National Juvenile Court Foundation. Through the Mellon Institute for Industrial Research and its other facilities, it is world renowned in the scientific field. It is moving ahead to become as well the center for research in the field of humanities.

In Pittsburgh, the institute would have the advantage of the facilities and the personnel of the medical center, which is rapidly becoming one of the greatest in the world. The Western Psychiatric Institute and clinic of the University of Pittsburgh and also the Graduate School of Public Health offer exceptional opportunities for those attending the institute to become acquainted with the latest developments in the fields of psychiatry and public health, especially in regard to the emotionally crippled child who comes to the attention of a juvenile court. Dr. Thomas Parran, dean of the graduate school, Dr. Samuel M. Wishik, professor of maternal and child health at the University of Pittsburgh, and others who have come to Pittsburgh believe it to offer unparalleled opportunities for their professional growth and contribution to the benefit of mankind.

The "renaissance of Pittsburgh" in both the material and the humanitarian sense demonstrates that it can be done; that community teamwork under inspired civic-minded leadership can meet even the complex problems of modern, democratic living for the general welfare. Judges attending the Juvenile Court Institute, stimulated and informed by these exceptional opportunities and contacts, would personally be better able to meet their unique, official responsibilities to troubled children. As the benefits of the institute spread more and more over the country, each juvenile court, in effect, would become a hospital, coordinating and focusing in a responsible, judicial way community resources for the emotionally crippled child.

The institute would be a tangible way to prove constructive interest in combating the alarming problems of juvenile delinquency and of disturbed youth in our troubled times. It would put into practice on the highest plane the principles of brotherly love, benefiting children regardless of race, creed, or color. It would strengthen public service and democracy itself.

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